

Practical Child Training

BOOK I

EASY LESSONS FOR TEACHING OBEDIENCE IN THE HOME

By

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PREFACE

These volumes are altogether different from other works on the training of children. They are not a collection of general observations on child life, but an earnest attempt to show parents just how to develop certain desirable characteristics in their children.

They are intended for *both parents*. The mother in particular will make use of the earlier lessons on obedience, but both father and mother are urged to set up a new regime in child management under the specific instructions here offered. The experience of the past and the investigations of modern times have yielded a system which can be applied with utmost confidence.

The Course of Study is comprised in four volumes, of which the present volume is the first. We have named the lessons on Obedience "Easy Lessons," believing that even this subject most difficult to teach to little children has been made really "easy," not only for the parent but also for the child.

The introductory chapter explains five of the most important principles upon which the system is based. Next follow detailed lessons in teaching obedience from infancy to mature life. It is intended that parents shall actually teach these lessons to their own children. The methods of so doing are fully

explained, and carefully selected type lessons are illustrated by photographic reproductions. Finally, in the light of the experience gained in the practical trying out of the lessons in their own homes, parents are asked in the final chapter of the book again to review some of the underlying principles in a more general and comprehensive way.

Book II contains "Easy Lessons for Teaching Self-Control in the Home." It deals with such topics as temper, obstinacy, fear, courage, worry and others that are vital to infant and child welfare.

Book III gives "Easy Lessons for Developing Body and Mind."

Book IV is devoted to "Easy Lessons for Teaching Morality." - It shows, first, how to guide the child in "personal" morality; second, how to train him in the broad relationships between himself and his fellows, i.e., in "social" morality.

Together these four volumes cover most of the points of discipline which from time immemorial have perplexed anxious parents.

Stories frequently illustrate the principles under discussion. From them you can often catch hints that will be of greatest worth in handling another similar situation.

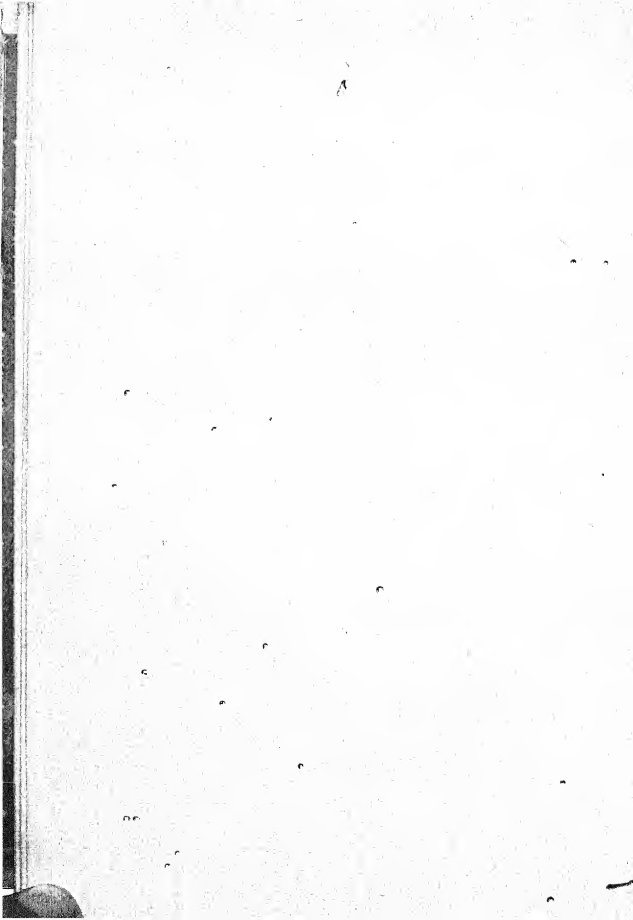
Having thoroughly studied the general principles and the particular applications of the principle in concrete cases, you are then prepared to teach the lesson to your own child. We recommend that the lessons be given consecutively, as their arrangement is based upon the natural development of the child.

You will not for a moment suppose that giving the

precise number of lessons in this text will of necessity make your child obedient. We can only give you sample lessons, but these will suggest others which you can plan for every suitable occasion. Faithfully and thoughtfully followed, we dare to believe that this Course of Study will disclose to intelligent parents a new world of facts concerning childhood. Observe closely the effect of each lesson upon your pupil and so in training your children learn to be trained by them.

The book is sent forth with a desire to help every father and mother who reads it to care for every son and every daughter in a manner worthy of their destinies.





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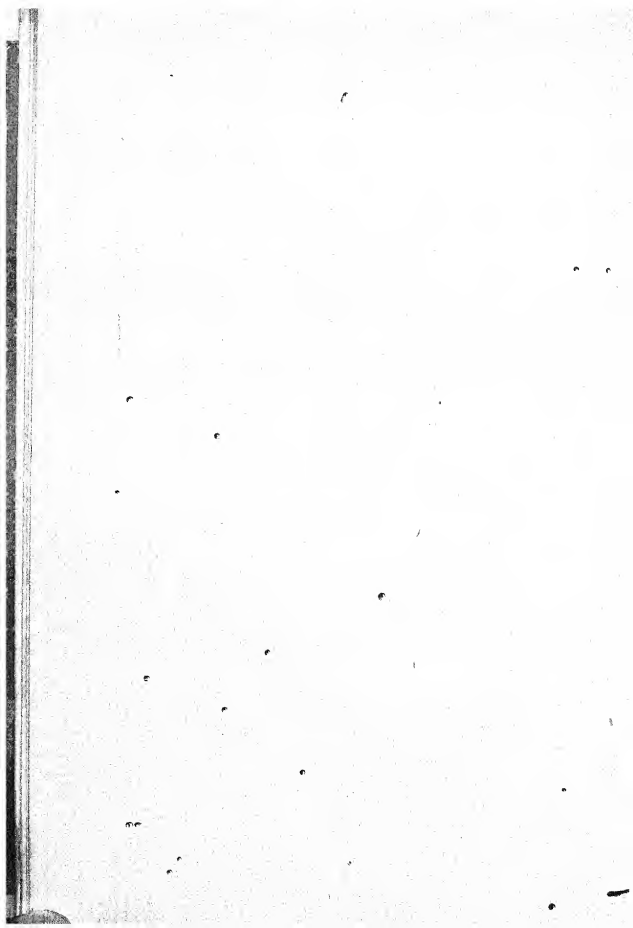
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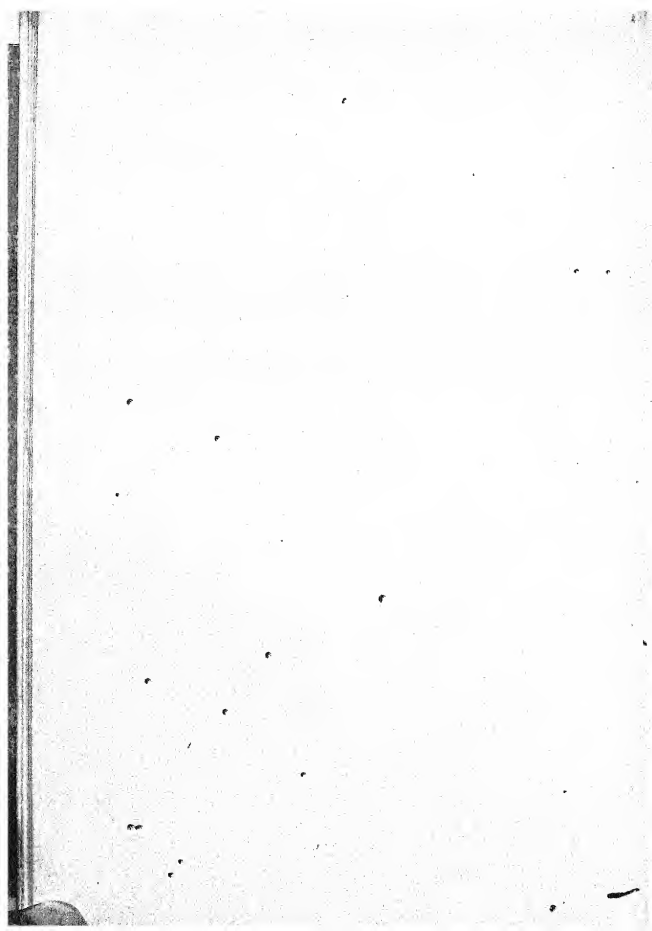
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PART I

INTRODUCTION TO THE LESSONS

A few strong instincts and a few plain rules.—*Wordsworth.*



FIVE FUNDAMENTAL PRINCIPLES

There are five fundamental principles of discipline based upon instinct that underlie this system of practical child training. They are embedded in every lesson that follows, but deserve general discussion apart from their specific applications. They are the principles of suggestion, of substitution in choice, of parental initiative in coöperation, of parental expectation, and of approval.

1. SUGGESTION

By suggestion is meant the art of hinting at a desired course of action, thus making a direct command unnecessary. For example, the

Illustration father is passing to the room where the mother lies ill. He walks on tip-toe, and speaks, if at all, in subdued tones. Arthur and Fannie rush into the reception room, just home from school, and almost bump into the father. He may raise a finger in caution, thus suggesting to the children to be more careful and deliberate, then continue on his way to the bedside. He gives no word of command, but instantly both children are eager to see mother, and follow him in silence and quietness. All gather about the mother and give the usual greeting, but with a welcomed moderation—all due to suggestion.

Every tactful person employs this method in dealing with his fellows, the factory foreman, the office manager, the school teacher, and the mother who hangs good mottoes on the walls so that they may stimulate to noble acts. The advertiser re-echoes certain phrases which suggest advantages to the purchaser until the latter invests. The orator suggests more than he says and wins a glory which, in fact, is due to the hearer's imagination.

Suggestion is always a proposal to act. If someone injects an idea of an action into your mind and you oppose it mildly, if at all, and accept it uncritically and automatically carry the idea into action—this is a typical instance of suggestion. You go for a drink of water, and suggest to me that I, too, am thirsty; you yawn, and I am made conscious that it is time to retire; here, by suggestion, you have led me through a chain of acts in which I, perhaps, was entirely blind as to what stimulated my action. These are instances of normal suggestion. Parents must make constant use of this principle in order to reform their methods of training children.

The fact is that a direct command or request runs the chance of arousing a long list of antagonistic impulses, of awakening slumbering opposition, of stirring up debate and questions. The indirect approach by suggestion obviates nearly all of these dangers. It uses an automatic machine set in the very center of a child's life. It is readily connected with other parts of his life and may largely govern his conduct.

**Advantages
of Suggestion**

But, on the other hand, suggestion may induce evil action as well as good. Many times children must be protected from their own suggestions. A four-year-old is allowed to play that her dollies are alive, that the chair is a horse, that mother is a lady-visitor, and so on to the end of the chapter.

Yet this dramatic impulse may naturally lead to the suggestion of actual falsehood a few years later. "Phantasy and suggestion," says Tracy, "are further chief causes of mendacity. . . . An unbridled phantasy and a strong love of success will easily cause older children to assert what to them is at most only vaguely known . . . a stronger mind can, through suggestive questions, easily overcome the child's own conviction and bring him to the confession of that which sharply contradicts the actual facts."¹ A large proportion of the hurtful conditions in a degraded home appear in the form of unhealthful suggestions from vicious persons. These damaging promptings to action occur, to some extent, in all homes; they are to be displaced as rapidly as possible by helpful suggestions.

A very useful application of the method of suggestion may be designated the leading suggestion. An example will make the idea clear. A machinist concludes that his fourteen-year-old son has the promise of becoming an efficient locomotive engineer. The immediate problem is to save the boy from infatuation with some less worthy occupation, say the moving

**Leading
Suggestions**

¹ Psychology of Childhood, p. 185. Heath.
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picture craze, and, perhaps, of burying his talents in the operator's booth. Long talks are useless. The father decides to purchase some parts and make others for the purpose of constructing a model of a locomotive. All this he does in a spirit of coöperation and comradeship with his son. But one caution is necessary. The father must assure the son that he, the son, must do the work needed to complete the model. The job is to be broken up into small tasks, a part of which the son can easily manage. If the father assembles his parts and materials and commences the actual work of constructing the model he has offered a powerful inducement to the boy to continue and complete the task.

The boy commences the work, and after some days pass, he accomplishes the portion laid out by the father. Again the father steps into the little shop, works a half hour and lays out another small task. So the work continues until its completion.

The father has reinforced and directed, with his own momentum, an idea that lies in his son's mind. Neither person discusses the relation between them, perhaps, but the effectiveness of the reinforcement of a weak impulse by a strong will has won success.

In making use of leading suggestion, then, note that *parents are to divide tasks into small parts, are to coöperate actively in moments of indecision, are to lead the children on a step at a time, until independent action and definite progress are assured.*

2. SUBSTITUTION

If our choices were always wise, the problem of

the betterment of the human race would need never to arise, perhaps, because each person would always be making advances on his own initiative. As matters stand, it is necessary that every one of us secure aid in selecting the lines of activities and principles of conduct according to which we shall mold our lives.

Education may easily be defined in terms of choice. An educator is one who helps an immature individual

**Importance
of Choice**

so to choose in his earlier years that when the full book of life is written, its records shall be honorable. The individual is repaid who has thus established good habits of choice; he learns to weigh alternatives with wisdom and to select with prudence. Particularly in corrective discipline a thoughtful parent is always face to face with the problem of how to induce a child to choose correctly. A disobedient child has chosen to follow a course of action that has been prohibited by some rule or request laid down for him. A truant boy has elected to abandon school contrary to the law and to the wishes of his parents. An indolent boy has chosen to satisfy his lower tastes rather than to obey the dictates of his better judgment. How change a wrong choice into a right one? This is the problem that confronts the parent.

With these and similar facts before us, we can state the fundamental law of substitution with precision and appropriateness, namely,

The Law Stated drive out evil with the good; select the nobler and abandon that which is debased; forsake the better and adopt the best. The

negative statement of this principle is, "Doing nothing is impossible." The universal law of nature which seeks to avoid pure vacancy, reappears in human experience to the effect that the attempt at suppression of a natural impulse, that is, leaving a living creature with no outlet for his energies is a hopeless attack upon an irresistible force.

"You cannot push the Niagara river back into Lake Erie and keep it there, but you can, by creating new channels for it, make it drive the wheels of factories in the service of man. So often with the impulses of human nature."—Thorndike.

In the application of the principle of substitution, one of its most conspicuous features is that it reduces, and in many cases, eliminates prohibitions. Prohibitions are attempts to repress activity. Due examination of the facts will show that prohibitions are always depressive to the human spirit. There is such an unbounded supply of energy in the human organism that imprisonment of the body and frustration of will seem to be the greatest menaces to human happiness which can be devised.

It is the definite purpose of our course of instruction to educate our readers out of the unnecessary use of prohibition as a means of directing children's activities. We are well on in the age where corporal punishment is tabooed by well-informed people, except in rare cases, with very young children. But the light of new intelligence on prohibition as a desirable means of controlling childhood has but dimly dawned either in the world of educators or in

the homes of the country. There are many attempts to guide youth by means of substitution, but too often the application of the principle is only superficial, piecemeal and partial.

Let it be clearly understood that progress in character-building and in the general training of a child is totally dependent upon the good sense of parents and teachers who know how to use the principle of substitution. The child begins life as a helpless little animal. The advances made during childhood and the period of youth in each case are due to the acceptance of human ways of doing things in place of the natural animal modes of existence. The presence of an experienced person is foreordained by nature for the purpose of choosing for the child during his earliest years, that which will give him samples of the best methods of using his own power of choice.

As years pass, a wise parent permits his child more and more liberty in choosing, advising him frequently as to the value of his choice, and recommending to him the substitution of other ways of acting when the child has not used good judgment. The doctrine here presented is to be applied in dealing with a child under every circumstance and condition.

When a child is intoxicated with some program of direct action that is disliked by parents, the prudent course to follow is to select an activity that is pleasing to the child and yet harmless. Many a home has saved its boys and girls from ruinous dissipation by providing wholesome entertainment within the

family circle. Perhaps you have entered a home where a youth of eighteen has gradually accumulated, with the help of father and mother, a bass-drum, cymbals, balls, whistles, triangle, and a complete equipment of "traps." The boy has found a satisfying type of amusement which saves his own soul, and adds to the pleasure of his relatives and friends.

Not only in these larger matters does one substitute good for the bad, but in very small details, as, for example, in the selection of food for a child, in the assignment of places at the table. In a thousand ways the wise father and mother can preserve the good will of the child without destructive suppression of natural impulse.

3. PARENTAL INITIATIVE IN CO-OPERATION

Comradeship between parent and child should be secured at all hazards, but this doctrine must be examined in its particulars. Our principle, briefly stated, is this: "Satisfy any hope, desire or anticipation of a child and he will surrender in so far to your control." When he notices that you are ministering to his good, be it ever so small in real value, his instincts compel him to respond with a sentiment of good-will. Here, again, we are dealing with an elemental fact in human nature. The reaction of an experience that brings comfort, pleasures, physical glow, an attitude of reverence, always is of a char-

acter to fuse the interests of a child with those of the one who brings him these satisfactions.

This emotional reaction between the giver of pleasure and the recipient of it is one of the strongest ties in all human society. Consequently, if we can

Universality of
the Law

order our relations with children in accordance with it, we can be assured of always securing a more or less adequate response from them.

The law we have been discussing places children at the absolute command of any one who knows how to manipulate circumstances. Every child has a numberless variety of interests, tastes, longings and expectations. Even the most uncultivated person cannot but wisely select some of the serviceable points of contact with his child. If father or mother really desire to associate intimately with the child, they are watching his interests, and planning how they may satisfy the child's nature.

Success in the management of the child cannot be attained if the application of this principle of coöperation is ignored. Neglect of it places the child and parent in a state of antagonism. The adult will cross the path of the child so frequently as to destroy the simplest relations of good-will.

In order to prevent misunderstanding, it is necessary to distinguish between this initiative in coöperation in the management of children and the mere purchase of their good-will. In the latter case, we give a reward for doing duty. We cannot for a moment agree that this should be the chief dependence of a

Buying
Good Behavior

parent in securing obedience and good relations generally with his child. Such a device is a misapplication of our principle. We propose, rather, to consider the ordinary actual needs, tastes, and desires of a child, and to recommend a method of meeting these needs that will bring the child into a "loving captivity" to father and mother. Use of presents, rewards, and the like cannot, of course, be dispensed with, but they should not be employed as a means of establishing good relations between the child and parent on a merely commercial basis. Rather, they may best be used as serving an actual necessity in the child's life. If we give Philip a tricycle, it is done, not to pay him for attending school, but because he needs a tricycle as a plaything. The love which a mother makes known to her child in giving him this present, will, of course, draw forth a corresponding affection from him.

Furthermore, let us distinguish between our principle and a weak surrender to any childish whim.

Our supplementary injunction is,
Surrendering to the Child "Do the best thing under the circumstances for the child, so conducting the affair as to show your good will and to make it natural for the child to respond with a genuine gratitude. This ministration to the tastes and needs of a child, under the principle of coöperation, is to be carried out also with our doctrine of substitution in mind; consequently, if a child calls for a gift or favor which is impossible or injurious, it depends upon the better judgment of the parent to select some other request of the child which he can grant

without hesitation, and which will in the end cement the bonds of love which unite the two.

Occasionally, parents are overcautious in the matter of a strict regime for their children. They are fully aware of the dangers of concession and indulgence, but err by guiding their conduct toward the opposite extreme.

Again, we must distinguish between coöperation and a submergence of the child with parental ideas,

**Excessive
Gratification**

plans and projects. The parent who, in order to satisfy his children's expectation of a delightful Christmas, covers the floors of several rooms of his mansion with Christmas presents, has displayed a lavishness that is more harmful to his children than a refusal to buy them a single toy. Even though the pocket-book of the parent could not afford such rash expenditures, if he were continually telling his child that he would like to supply him with an overabundance of satisfactions, the result would not be far different.

There is a way of satisfying a child of any age without excessive expenditure of time, effort or money. Parents can lead without dominating. They can furnish what is needed in the development of the child's life without reducing him to slavery. A parent who really comprehends the drift of a child's mind, can very readily give large leeway to impulse, and by mild suggestion lead the child to those pleasures and comforts he so earnestly desires without permitting him to suppose that all that he has won is some adult rubbish for which he has little or

no use. Father and mother may become passionately devoted to the welfare of a child and yet escape being silly.

Perhaps we should advance at once a list of those items which a parent may well consider in attempting to carry out this principle of coöperation. Our catalogue could be extended without limits, but ministering to the need of a child may be attained by means of a story, reading from an interesting book, taking a walk, careful attention in sickness, sympathy for hurts and disappointments, assistance in accomplishing severe tasks, protection from dangers,

Definite Suggestions	the allowance of a weekly or monthly stipend, consultation on family projects, discussion of the child's future, evident pleasure in being with the child, etc. An older individual knows many of the things which delight a child's heart. Our hope is to direct attention more specifically to that aspect of a parent's method where he has neglected careful attention to the application of the principle of initiative in coöperation. Parents can well afford to study the strategy of management developed from the above-named principle. Its neglect will precipitate many blunders; its observance insures the making of character in both child and parents such as nothing else can produce. In fact, our principle is nothing more nor less than the specific application of the "law of love."
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4. PARENTAL EXPECTATION

Success in the management of children is very largely dependent upon the conviction that the father or mother always maintains a persistent expectation after giving commands. This is, in effect, a continued injection of a personal element into the program of action that a parent may lay out. If it is evident that the command has arisen out of careful judgment and that the parent knows what is best, and consequently expects the child to conform to the command without hesitation, the boy or girl is sure to profit from the weight of personal power that accompanies the command.

Mere words have little effect upon people, especially children. It is the power of another will that sustains the child in any attitude of obedience that may arise in response to a parental request or a command.

In the Great War many a British subject, without questioning the call to arms, responded to that powerful slogan, "England expects you to do your duty." Here the great commonwealth speaks as a person and lays a winning hand upon the innermost sentiments.

We have found, in dealing with children, that expectation on the part of one's superiors has a larger meaning than is commonly attributed to the term. In effect, when a parent discloses his will or wishes, if he positively and unswervingly expects a child to obey him, he exerts upon the child a power-

The Larger Meaning of the Term

ful urgency of will. This is in effect very significant reinforcement of the child's impulses to act. It is a silent insistence that the thing be done. It is a very refined way of saying, "You must do what I want you to do." The expectation of which we speak is not that of stern, autocratic exhortation or command; it is more courteous and subjective; it is, in fact, an attitude that is not passive, but is charged with energy.

The expectation of a child's associates has the force of a magnet in stimulating a child's activities. It serves the purpose of a spur to the lagging nerve centers of a child's organism. It is a prop to support the child at every advance he makes. It is a powerful agent that crystallizes weak purposes so that the complete action is easily attained.

The effect of your expectation begins to operate as soon as the child catches the idea in your word of

**Applications of
the Principle**

command. The very words with which you express your wishes disclose your own attitude toward your child, and convince him either of your determination or of your indifference in controlling him. A request may easily be so phrased as to have all the force of a stern command. In this case the will pushes boldly forward, even though the words chosen are the mildest and the idea is entirely welcome to the listening child. A request or command, properly expressed, conveys the idea that you will continue in a state of insistent expectancy until the desired action is accomplished.

If the interview is in any way extended, the sen-

tences following the word of command must "catch up" the expectation from it and pass it on to the end of the conversation.

In like manner, the bodily actions must convey the thought of expectation. This may be done by the extension of the hands, by leaning the body forward, by an eager and forceful expression of the eyes and of the face generally; in short, by all the muscular reactions which ordinarily are unconsciously used to indicate the mental attitude of expectation.

The expectation of compliance with the parents' will is, of course, to be embodied in the assignment of all duties, in the expression of all requests, desires and hopes; in fact, in every effort that is made to control the life of a child.

It may happen that in a group of children one dislikes the program that father or mother lays down. In such a case it is often quite easy to line up the other children with the parent in such a way as to make the rebellious child clearly sense his isolation and loneliness. In the face of the common purposes about to be carried out, this is, in effect, an application of our principle of expectation, since it is the result which the child may naturally anticipate if he fails to meet the expectations of his parents. Only such compliance with the parents' wishes should entitle the child to share in their favor or rewards.

A capital instance of the effects of confident expectation in a familiar setting is to be found in Eggleston's "The Hoosier Schoolmaster," where Hartsook enlists the good-will of Bud, the young

giant. The schoolmaster, as you may remember, admired the strong frame and mighty muscles of Bud Means, one of his older pupils. For the sake of his own success, he early decided that it was necessary to make a friend of Bud. The first Monday morning he walked to school with Bud and the following conversation occurred:

"I guess you're a little skeered by what the old man said, a'n't you?"

Ralph was about to deny it, but, on reflection, concluded that it was best to speak the truth. He said that Mr. Means's description of the school had made him feel a little down-hearted.

"What will you do with the tough boys? You a'n't no match for 'em." And Ralph felt Bud's eyes not only measuring his muscles, but scrutinizing his countenance. He only answered:

"I don't know."

"What would you do with me, for instance?" and Bud stretched himself up as if to shake out the reserve power coiled up in his great muscles.

"I shan't have any trouble with you."

"Why, I'm the wust chap of all. I thrashed the last master, myself."

And again the eyes of Bud Means looked out sharply from his shadowing brows to see the effect of his speech on the slender young man.

"You won't thrash me, though," said Ralph.

"Pshaw! I 'low I could whip you within an inch of your life with my left hand, and never half try," said young Means, with a threatening sneer.

"I know that as well as you do."

"Well, a'n't you afraid of me, then?" and again he looked sidewise at Ralph.

"Not a bit," said Ralph, wondering at his own courage.

They walked on in silence a minute. Bud was turning the matter over.

"Why a'n't you afraid of me?" he said presently.

"Because you and I are going to be friends."

"And what about t'others?"

"I am not afraid of all the other boys put together."

"You a'n't! The mischief! How's that?"

"Well, I'm not afraid of them because you and I are going to be friends, and you can whip all of them together. You'll do the fighting and I'll do the teaching."

The schoolmaster did not expect trouble and therefore he did not have it. The incident cited above shows clearly that if he had expected trouble he would have found it.

All the appeals to the honor of a child that have any worth whatsoever are based upon the compelling expectation of a wise father or mother. Many a child can be safeguarded from falsehood by being compelled to look squarely into the eyes of an honest parent, who questions him with kindness and yet with unswerving insistence that the truth and the truth only shall be told.

Expectation, in the nature of the case, deals with the future, but if the method we suggest is adequately applied, the parent must definitely project himself into the future by the proper manipulation of the

details of his plan of action. In a word, expectation requires that you burn your bridges behind you, that all means of digression from the proposed course of action be destroyed so far as possible.

For example, it may be necessary to accompany a small child to school on his first day. If again, on the second morning, he insists that mother go with him, she should reply, "Charlie, mama cannot go with you again. You must take sister's hand and be satisfied with that." Furthermore, see to it that you have an appointment for the hour when the boy expects you to accompany him, if possible, so that you are prevented from even considering his request for your companionship on the third morning.

Further, a knowledge of what is expected of one has effective value for the entire period of a child's life—it works as a protective suggestion. Lodge suggestions as often as good sense dictates, such as will, in a way, vaccinate the boy against the use of liquor and tobacco, against truancy, etc. Discussion of stories may be interwoven with your interviews in such a way as to stimulate in a marvelous manner his aspirations for success, his determination to be an honorable man, his decision to be cautious in marriage.

In a word, the family mind may be given a firm hold on these things. Every member of the family may attain an expectation that every other member is going to do the right thing and maintain the family honor in the public eye. It may become a fixed conviction that serious neglect of the family's code of morals is inconceivable. Such an atmosphere

fortifies the mind of every member of the family and becomes a part of the fiber of the innermost nature of both parents and children.

All of the uses of authority in the home must be clothed in the form of expectancy. Parents who know nothing else than bald, forceful methods, have a large task to accomplish in learning a better way.

Authority The bald expression of authority appears typically in such statements as the following:

"You must do this."

"You must do this because I am your father and you are my son."

"My word is law."

It is only on the rarest conceivable occasion that any such expressions as those just quoted have any value whatsoever. Ordinarily, the direct affirmation of one's authority to any one who can comprehend the words is accompanied by a threatening manner and an exasperating tone of voice. These are the natural modes of expressing one's sense of authority in a moment of crisis. On the part of a child, such treatment is a direct cause of open rebellion. No boy or girl who can understand the parents' declaration of authority is inspired by these frightful exhibitions to anything noble. At the best he is disposed to tread carefully for fear of provoking uncontrolled wrath. Even in its milder forms, the exercise of bald authority by a parent is followed by damaging consequences, as in the following instance.

John Howard, the world-famous philanthropist of a bygone generation, was devotedly fond of his only

son. He governed him, however, according to the patriarchal style, demanding from him immediate and exact obedience. He made it the by-law of his home never to give reasons for his requirements. He never struck the boy a blow in his life. The severest punishment to which he resorted was to compel the boy to sit still for a given length of time in silence. So faithful was this son to his father's commands that one of the neighbors is reported to have said that if the father should tell the boy to lay his hand in the fire, he would do it. He never thought it would be safe to say to his child, "My son, these pears will make you sick if you eat many of them or eat them at improper times." He simply said, "Jack, never touch a pear until I give it to you." The biographer proceeds to say, "The boy obeyed his father, but he did not confide in him, respected his father, but was not very fond of him, was proud of his father, but did not feel at home in his presence."

Authority unaffirmed but silently assumed, is the strongest use of prestige that can be conceived. It has become a maxim that those who have the most authority usually are the least disposed to display it.

There is no need to disparage such a form of conscious control as we recommend, for back of the obedience of the child is respect for parents based upon confidence in their judgment, belief in their real moral worth, consciousness of the right they exercise, and, for younger children, the fact of their physical superiority.

A parent, well assured of his ground, will not use authority as such, but in the rarest circumstances.

It shines continually through his commands, his plans for family action, and so serves as a useful background for advice and counsel.

Parental expectation is a vital force in the life of every well reared child. When the relations between parents and children are of the better sort, oft-repeated injunctions and requests constitute suggestions that have ruled the entire after-life of many a dutiful son or daughter. Consequently, the high-minded parent conscientiously selects the injunctions that shall embody his expectancies. They are to be the pole-stars in the life of his child, they may become compass and chart. The mother who writes to her beloved son away at school, need not resort to offensive commands, but may embody her wishes in such paragraphs as the following:

"Remember, too, if you should be led into a discussion of these subjects with other boys you would be making light unwittingly of the most intimate events in your mother's life, events associated with her greatest happiness and her greatest pain. Therefore, I feel sure you will not do it. Nice boys keep off such matters for the same reason that nice people do."¹

5. APPROVAL

After suggestion embodying perhaps a substitution of a good program for an unwise course of action; after parental initiative in coöperation per-

¹ Countess Barcynska, "The Little Mother who Sits at Home," page 72. Dutton.

vaded by a compelling expectation—just what is needed further to complete the whole system of management? Just this one more principle—approval, a declaration that you are satisfied with some act or word, or with the child's conduct as a whole.

We hasten to affirm that approval does not have a place merely at the end of a chapter in the story of your management of your son or daughter. The disposition to approve; the sense of satisfaction with the child; the readiness to praise him for his successes, must be made known at every stage of one's course in governing the child. *There must be an anticipation in the child's mind* that at any moment the fitting word of commendation may be spoken.

Approval consists of an expression of pleasure in what a child is or does. An infant who cannot possibly interpret in words the kindly looks and reassuring

Why Approval Succeeds statements of a mother yet senses the feelings that induce a parent's frown or approving smile. The unthinking child and all maturer persons who act on impulse rather than from conscious purpose respond to approval because they have pleasant sensations when seeing or hearing a person kindly disposed toward them. In some mysterious way a congenial mood is developed and the cause of it correctly attributed to him who exhibits a kindly feeling toward the child.

Approval helps in the management of children because it is a clear indication to the child of how much he is worth. Every person weighs himself or

is instantly prepared to do so when any opportunity for comparison is offered. The weights he places in the opposite scale-pan are the opinions of his associates. Self cannot exist without self-appreciation. Self-estimates are based on social standards. Hence every one who has the ability to reflect on his worth watches with greatest concern the index of popular opinion regarding his deeds and disposition.

This self-interest is inevitable. He who ignores it invites defeat to ruin the relations between himself and child. Parents, like their children, also live under the law of self-interest; why should they be unwilling to profit from its application in the government of their children? Approval operates in precisely the same fashion as does initiative in coöperation. The child gets something by association with his parents. A want is supplied, a demand is met, a longing is filled. Men bait traps with delicacies that animal tastes cannot resist. Men and women using a law of nature, with benevolent motives, capture a child's heart and lead him whither they will.

Approval is not merely doing justly by one's children, or protecting them from suicidal despair; it is a means of drawing out further responses—obedience, and, in emergencies, encouraging the confiding of secrets, urging an appeal in crises, promoting coöperation in family projects and the like.

In summarizing, the five principles of discipline can well be embodied in one illustration.

Three boys were throwing apples through a barn window where one of two panes had been broken out.

The father of one of the boys saw them and realized that they should stop it at once. Just as the father approached, one of the boys threw an apple which went right through the center of the opening.

Now, how should the father deal with such a situation? Here is the way in which one wise father dealt with it:

He smiled and said, "Good shot, Bob! Do you see that post over there? Take three shots. See if you can hit it two out of three times. You take three shots too, Harry—and you also, Jim."

The boys did just what the father requested with a royal good will, and they had the very best of feelings toward him.

In the first place, this father made use of the principle of approval when he said, "Good shot, Bob."

**Principles
Involved in
Above Method**

This put all three boys in a good humor and made them kindly disposed toward the father. They would then be inclined to do whatever the father asked, even if it required some effort.

In the second place, he used the principle of substitution when he set up a new target in place of the one they had chosen. He did not prohibit the activity.

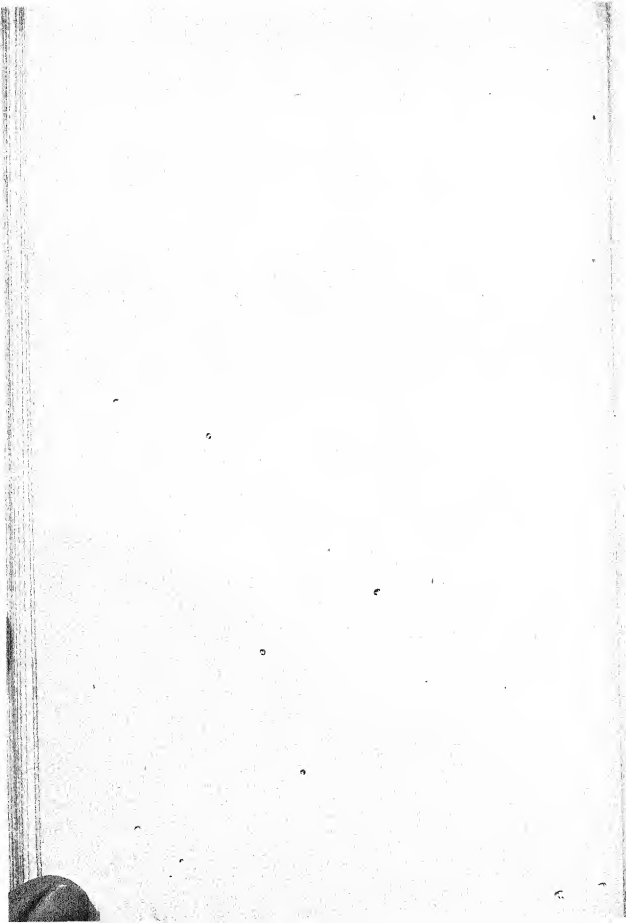
In the third place, he used the principle of suggestion when he directed their attention to this new target. He used the principle in the right way because he suggested only the positive thing which he wanted to occupy their minds. It would have been unwise to say, "I'd rather you'd not throw at the

window opening—can't you sling at something else?" The latter remark would suggest that the open window was the best target and the boys would have been dissatisfied at having to stop throwing at it.

In the fourth place, he used the principle of expectancy when he gave the definite commands, "Take three shots, etc." He would have violated the principle had he said: "I wish you'd quit that, boys. Don't you see you'll hit that other window pane the first thing you know? Now stop it right away." The first statement is weak; it suggests that there is an element of doubt in the father's mind as to whether the boys will quit. The question about the danger of breaking the window pane suggests that the boy is not as good at shooting as he himself thinks he is and the reason therefore does not appeal to him. In general, it is poor policy to give a reason for obeying just after a command has been given and before it is carried out because it suggests that the child may do whatever he pleases.

In the fifth place, he used the principle of coöperation when he approved one of the boys for his good shot instead of scolding all three and antagonizing them by telling them in a commanding way to quit.

This father also indulged the boys in doing just what they wanted to do and all three of the boys considered that the father had added to their sport.



PART II

PRACTICAL LESSONS ON OBEDIENCE

Discipline a child when he is good, not when he is naughty.

if you want to remove some disagreeable trait or cultivate some good trait in a child of any particular age, say seven years, you should turn to the lessons for children of that age. But if you desire the most adequate preparation for teaching, let us say obedience, in the case of a child of whatever age, our recommendation would be to read over the lessons for other ages also. By reading over all the lessons in the Course you will imbibe the spirit of our method. This cannot be emphasized too much. You need not use all of the exact words used here in giving any of the lessons, if you present precisely the same idea to the child as these words suggest. To be sure, certain words which we advise using in the lessons have been found by experiment to convey the idea better than others; but even the recommended words could be spoken in such a way that they would not have the intended effect. By reading only the lessons on obedience, together with the explanation which follows in each case, you will have their general drift very well in mind, but the more you comprehend their spirit the better you will succeed in teaching your child.

Second, as to the relative importance of obedience, there is danger of overemphasizing as well as underestimating its significance. Either is equally bad. A parent who tries to accomplish everything through his ability to secure obedience, sooner or later wakes up to the fact that his child is almost lacking in other desirable traits; and he may even fail in respect to obedience, if he does not deal with it wisely. On the

Relative
Importance of
Obedience

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other hand, a great many parents will allow their children to disobey time and again and scarcely note the fact. An extreme case was reported to us, some time ago, of a father who had the electric lights removed from his house, and returned to the use of coal-oil lamps, because the children could not be taught to keep their hands off of the electric light buttons.

Now, of course, we all say that the above case is absurd. But, from our viewpoint, it is just as absurd for any parent to endure persistent disobedience even of the mildest sort.

Obedience is very important; not only because it is a virtue in itself, but because of what it involves. There is much to do in child training besides teaching obedience; however, if you do not secure obedience, you cannot expect to have great success in cultivating other virtues. *Obedience is your cornerstone.* Therefore, lay it carefully.

FROM BIRTH TO SIX MONTHS

I taught him to obey.

—*Mother of George Washington.*

Obedience, in its first and simplest form, is merely submitting to regulation. The mind is too plastic in earliest infancy for a definite lesson to have any lasting effect. Each thing you do must fit into a chain of regulations in the physical care of the infant.

When you are doing the best thing for the body you are also aiding the best normal development of the mind. For example, when you insist upon regu-

larity and conformity to rules governing physical health, you are at the same time building up an effective check against your child's tendency to impulsiveness. If a young child is allowed to cry and so gain what he wants, any time and anywhere, he will develop impulsiveness; he will tend to be capricious, and later, disobedient.

The habit of yielding to regular rules may be started even in the first few days of life. Regularity should be taught, as a principle, for the guidance of the child throughout life.

Let us make a clear distinction here, between rules or regulations and principles. Many parents today are bringing up their infants scientifically, as they say, in matters of health. They will not allow anyone, other than themselves to handle their child, because a rule in some popular book on health forbids it. Instead of permitting their friends and relatives to behold with disgust their ignorance or selfishness, in carrying out such a rule, how much better it would be if they would merely see to it that their child is treated according to sound principles. For example, we are all aware that tickling a child, while holding him, is not a good thing. Now it makes no difference who does it—it is every whit as injurious for a parent to tickle the child as for anyone else.

The only question then for a wise parent to be concerned about is, "How is my child being treated?" If your child is not being injured in any way, by your relative or guest, be content. If he is not being managed as you desire, it is perfectly in place to

correct the mistake. Any person, with even a fair amount of sense, will be quick to act upon any reasonable suggestion you make, and you will not be considered overparticular if your request is based upon some sound principle of child-rearing. A wise mother, of course, will not intimate that her guest has already done anything out of place, but will simply tell, incidentally, how she treats the child herself, and the guest will act upon her suggestion. In case a visitor cannot take a hint, it is advisable to go to the guest and say in a pleasant tone, "Now, I will hold the baby a while."

Inasmuch as we are concerned, principally, with health and regular habits during the first six months,

**The Mother's
Duty**

the mother's duty is to learn what is good for the child and then maintain unbroken regularity. It is proper to say that we commence definite lessons in the cradle, in the sense that each time the child is fed and taken care of at a proper time he is being given training in regularity. Regularity in correct feeding and in sleep, exceptions being faithfully excluded, teaches the infant what to expect and trains him not to demand unnecessary and harmful variations.

FROM SIX MONTHS TO ONE YEAR

True obedience neither procrastinates nor questions.

—Francis Quarles.

During this period you can begin to give systematic lessons in obedience. As early as the seventh or eighth month the child begins to make violent efforts

to reach for objects. As soon as he begins to do this it is time for the first lesson. This time is not a question of the exact number of months in the age of the child, but rather a question of whether or not the infant has begun to reach for, and grasp, objects. A child may do this even as early as the sixth month and in that case he may then be given the first lesson.

There is absolutely no generality about the next few lessons. They are precise. They tell you in detail exactly what to do in order to teach obedience.

It will take you longer to read any one lesson than it does to teach it. The details are important. They have been studied and tested; so, if you will take the little time that is necessary to get them well into your mind before you attempt to follow the instructions, the lesson itself will readily be applied and will not fail to bring good results.

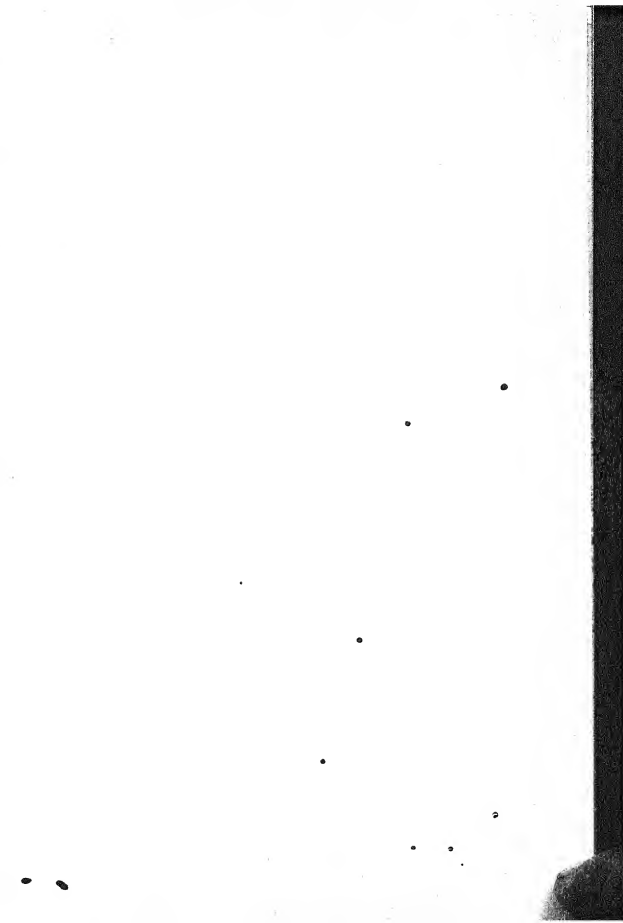
LESSON 1

AIM

To teach an infant from six months to one year old to obey the command, "Don't touch," so that objects which he may desire need not be put out of his reach.

PREPARATION

Set a straight chair up to a table. Within reach of this chair, place a silver spoon on the table about six inches from its edge and have no other object on the table within three feet of the spoon. Allow no one else in the room while giving this first lesson.



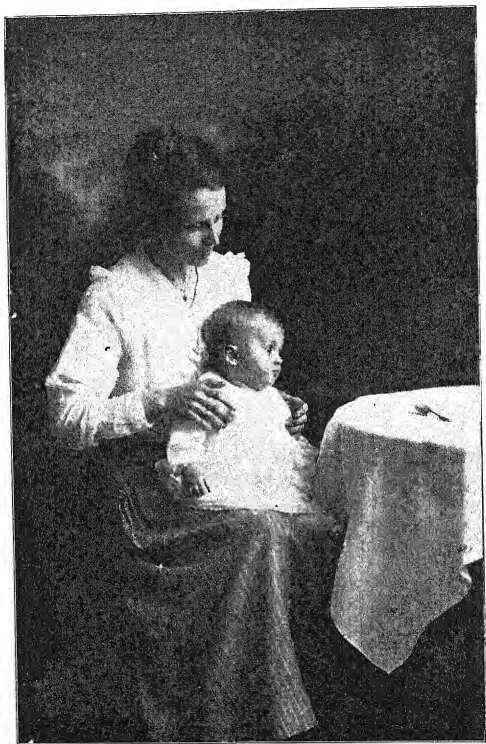


ILLUSTRATION A

DEFINITE INSTRUCTIONS

Carry the child into the room. Sit down on the chair which you have arranged, holding the child on your left knee. Have him sitting so that he directly faces the spoon, and assume the correct position before the child has a chance to reach out for the spoon. That position is this: hold your left elbow against your left side, your left arm from elbow to wrist supporting the child's back and your left hand serving as a sort of hook, to catch the child's left arm above the elbow joint. Hold your right elbow against your right side and use your right hand as a sort of hook for controlling the child's right arm. [See Illustration A.]

Have each of your hands barely touching the sleeves of your child's dress—not restraining his arms in the least. Actually to hold the arms would bring failure; the child would resent it and would not only struggle to get loose all the time you are holding him but the moment you released him he would try to seize the object.

Therefore, work with this fact in mind: there is no such thing as continuous impulse. A child has a number of separate impulses to reach for an object. So the thing for you to do is to deal with each of these separate impulses.

After you have the child in the right position and he starts to reach for the spoon, say, "No, don't touch," and at the same time quickly push the offending arm back to its place with your fingers. You need not grasp his arm at all, just push it back

quickly with the palm of your hand or fingers and then quickly take your hand away. That is, do not let your hand remain against his arm, but have it a little in front of the arm ready for the next impulse.

When the child's arm presses against your hand again in his attempt to reach for the spoon, push it back again quickly, saying, "No, don't touch," and quickly loosen the pressure. Repeat this process until the child looks up to you and seems to ask you for the spoon with his eyes, or until he seems to make no effort to reach for it, then reach out with your right hand, grasp the spoon, put it into the child's hands and say, "Do you want to play with it now?"

- [See Illustration B.]

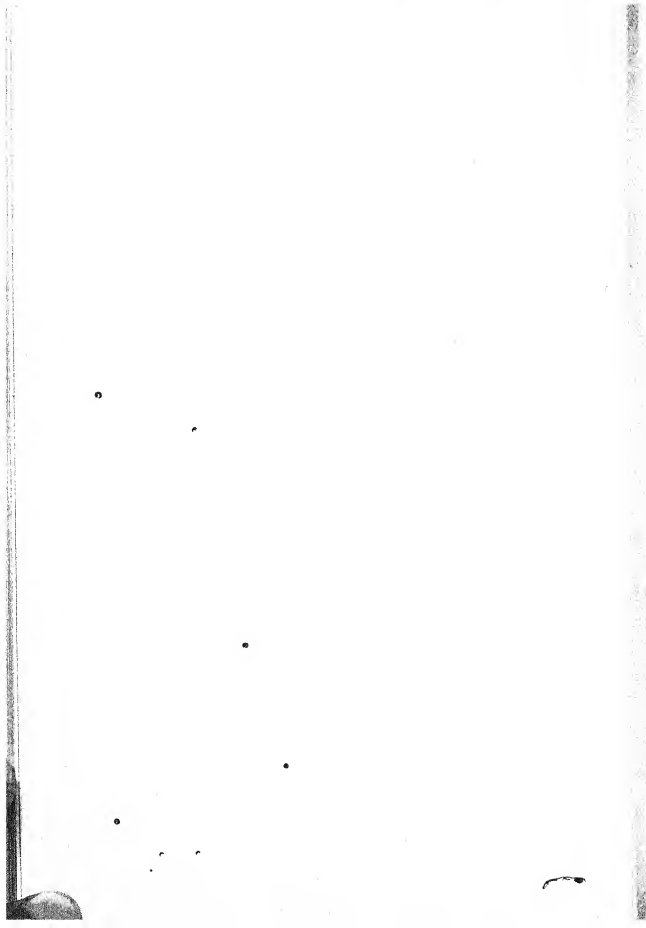
When you give the spoon to the child, be sure to do so at the right time. The wrong time would be when the child is making an attempt to touch it; the correct time to give it is when the child's arms are relaxed and he is making no effort to touch it. Just after the child first faces the object, you should notice carefully the first signs of obedience. That is, when the child remains quiet even for four or five seconds without reaching for the object, do not try his patience too far but reach out and get it for him.

To give the spoon to the child is, in a certain sense, a reward. This means that if the spoon is given at the wrong time, the child will seem to be rewarded for grasping or disobeying, while if it is given at the right time, the child will seem to be rewarded for obeying.

In the exceptional case that a child does not reach for the spoon even in the first place, simply wait a



ILLUSTRATION B



few seconds and then give it to the child, saying, "Do you want to play with the spoon?"

In either case, after giving him the spoon, smile and help the child to enjoy himself with it for a minute or so, then take the spoon from the child in a way that will not make him cry (perhaps by attracting his attention to some other object in the room, place it back on the table and hold the child in the correct position as before, saying, "Don't touch it." Have your right hand in your lap this time instead of on the child's right arm, but be ready quickly to push back the child's arm in case he should try to get the spoon. Whether the child reaches for it or not this time, as soon as he makes no effort, then give the spoon to him as before.

To end the lesson, after letting the child play with the spoon for a moment, gently take it away and put it back on the table. Immediately stand up with the child and carry him over to another place where you have something else for him to play with, such as a soft ball. This lesson need not and should not last over five minutes.

COMMENTS

There is only one way to teach obedience correctly. *Any kind of obedience worthy of the name must be based upon confidence.* By leading

Confidence the child to keep his hand off and then giving him a spoon or other object, after a while you teach him to have confidence in you. This little act of indulgence, namely, the act of giving the spoon to the child, is a great service

in teaching obedience. It convinces even a small child that you are not working against his interest, that you are not his antagonist, who can say nothing but "Don't" to everything he attempts. On the other hand, he realizes that you are his friend and he has confidence in you, so that when you put the spoon out on the table again, and say, "Don't touch it," he will very likely obey you.

The lesson, described above, proposed to deal with each separate impulse. It is very important that this be done quickly each time.

**Importance of
Quick Movements**

When the child starts to reach for the spoon, do not let his arm move more than an inch or two if you can help it, but quickly push it back and then quickly take your hand away for a moment. The child must not get the least suggestion that you are holding him and he will not, providing you make quick movements and then always take your hand away quickly after each impulse.

If the child does not obey the command, "Don't touch," after you have once given him the object, it is because he had not learned its meaning. He must not only be taught what the words mean, but be drilled into the habit of obeying them. So do not become discouraged if you have to push the child's arm back several times. If you were to give up before the child does, you would be teaching your child disobedience instead of obedience.

A child given only the first lesson cannot be expected to do more than merely get the idea of the lesson. One could not expect that he would obey all

negative commands in the future, without drill of the right sort. He must be taught at different times with different objects.

In order that the details of these instructions may not by any chance escape your attention, a few instances in which they are illustrated are given, together with comments on important features.

EXAMPLE 1

Mrs. Bartlett had been reared in a family where commands to children were given in a highly pitched, fault-finding tone of voice. The more
The Wrong Way urgent the command, the greater was the volume of voice, and the severer the threats. Accordingly she used the same tones to her own children, without considering their effect. Her two older children were girls, but her ten-months-old baby boy was her special pride. She intended to "bring him up to mind."

He sat in his high chair at meal-time and grabbed first one thing, then another. Her loud protests had absolutely no meaning for him. He began at the age of eleven months to enjoy calling attention to himself by grabbing at mother's plate, even at times taking from it a handful of food.

Whenever this occurred his mother stormed at him; his sisters laughed, while the baby himself looked at the girls and gurgled, as much as to say, "Isn't it funny?"

One day just after the meal began, Mrs. Bartlett was helping her daughter's plate when the baby gave a lurch forward and thrust his hand into a cup of

boiling hot coffee. Mrs. Bartlett noted the tightening of his muscles preparatory to this lunge and gave the customary cry, but it did not deter him for an instant.

COMMENTS

Now what was the error in Mrs. Bartlett's training? Keep clearly in mind, first of all, that the child needs to have the signal associated with one aspect only of his action, namely, with the impulse in the muscles that move the arm, but Mrs. Bartlett had no system in the use of vocal restraint. *Her scream had never meant anything to her boy.* Had he been taught the action suited to the command, "Don't touch," she would have had ample time before the plunge to have saved him from the burn which went deep into the tender little flesh.

In order that words may have meaning, they must be used in repeated connection with the things they represent. The mother's words of restraint were not connected with any particular experience in the child's life. Her shriek had been a relief to her feelings of dissatisfaction and her fear for the child's welfare rather than a signal to the child. One might suppose that the experience at the table with the hot coffee was a valuable lesson to the child. However, the putting of the little hand into the coffee cannot have had much educative value. The coffee is not always present, so that there are not sufficient repetitions of the experience to teach any lesson. The pain is too severe for the purposes of learning in so young a child. The pain itself absorbs attention to

the exclusion of any thought of a lesson to be learned from it. If Mrs. Bartlett's child learned any lesson at all from the coffee experience, it probably was "Coffee caused pain." He might indeed inhibit the impulse to stick his fingers in the black coffee the next time occasion presented itself, but unless a definite lesson has been given the chances are that no direct association has been formed with the specific words, "Don't touch." Moreover, in ordinary experiences, injury is not so painful as in this instance, so that, being guided merely by pain, the child would remain unable to distinguish between what things to touch and what to let alone, until after he had tested out a great variety of objects and suffered very much unnecessarily.

EXAMPLE 2

Mrs. Hyde and Mrs. Golden lived side by side in an eastern village. Mrs. Hyde had taught school before she was married and had learned the magic effect of a low, firm, expectant, yet cheerful tone of voice. Her only child, Roy, was a large, strong, bright boy, ten months old. She could hardly wait for him to grow old enough for her to begin to teach him to obey various commands.

Another
Blunder

Mrs. Golden was an intense, fussy, little mother of a tiny, bright, nervous baby girl eleven months old, named Lucile. Before her marriage she had been a brilliant reader of thrilling, dramatic selections.

These two mothers often compared the mental de-

velopments of their babies, each believing secretly, of course, that her own baby was the brighter.

One day Mrs. Hyde told Mrs. Golden that Roy understood and obeyed the command, "Don't touch." "Oh, let me see how it works," said enthusiastic Mrs. Golden.

Mrs. Hyde produced a large, red woolen ball of which Roy was very fond and held it near him. As he reached out his little hand toward it, Mrs. Hyde said, "Don't touch." Instantly, the little arm dropped to the baby's side. "Oh, how cunning, how wonderful," said Mrs. Golden. "Do tell me how you taught him that."

Mrs. Hyde carefully explained her method, which was essentially the one outlined here, and little Mrs. Golden went home planning to teach Lucile the same thing and so surprise Mr. Golden when he reached home that evening.

An hour later, a very flushed and crestfallen little mother ran over to see Mrs. Hyde and said, "I can't think what's the matter. Every time I try to teach Lucile, 'Don't touch,' she simply screams. I tried to teach her half a dozen times, but she invariably screamed. Can you come and tell me what's the matter?"

Mrs. Hyde said, "Tomorrow morning 'phone me when Lucile gets up from her nap and I'll come over and watch you."

On arriving the next morning, Mrs. Hyde found Mrs. Golden quite wrought up over the coming lesson, and assured her that she must calm herself or Lucile would be so excited that the instruction would

have no effect. She also recommended that a different object and a different place from those used in the lesson of yesterday be selected so that the baby would not have the unpleasant memory of the day before to diminish the chances of success today.

Having everything ready, Mrs. Golden placed the object (a plate) before Lucile and as the baby reached out a little hand for it the mother called out in a frightened, terrorizing tone, "Ooo-oo, don't touch!" The baby instantly screamed with fright.

Mrs. Hyde explained to Mrs. Golden that *her voice and attitude had frightened* Lucile. She recommended that after a week had elapsed Mrs. Golden try again and in the meantime witness her while she gave a lesson to Roy.

Mrs. Golden seemed to catch the idea that a calm attitude and a moderate voice are real factors of great importance in this work.

COMMENTS

Mrs. Golden erred by using a voice that was too loud for teaching purposes—could it be that she intended to frighten the child into learning the lesson? The effect was much the same as that in which baby Bartlett thrust his hand into the coffee. The shock to the nervous system nullified all the effects of the lesson. Even though the voice be somewhat modulated, a child instantly reacts unfavorably to a mother who is in a state of nervous excitement. It was necessary for Mrs. Golden to delay further lessons for a period sufficient that Lucile might forget the experience of the day. If Mrs. Golden profited

at all from the interview, she taught herself to speak with a much more restrained voice than had been her custom.

EXAMPLE 3

Let us now review an incident in which is disclosed a wrong use of the restraining hand. Mrs. Billings lived in a middle western village where it was customary to take babies to church, so she was a regular attendant with her baby girl, Catherine, aged eight months.

Now, Catherine enjoyed the singing the best of anything that happened during the hour of worship. In her baby thought the open book was what caused these delightful sounds, for whenever it appeared in her mother's hands, the entertaining tones immediately commenced. Instinct told Catherine to obtain for herself this highly desirable sound producer, namely, the singing-book.

Mrs. Billings had tried to teach the baby to heed the command, "Don't touch," but had failed in her efforts because she always gave the order after the object was entirely or nearly in the baby's possession and made no attempt to cause the little one to inhibit the first impulse to touch.

Catherine seemed to wait until her mother had for a moment caught the thread of the poetic thought; then with both hands she would take a death grip on the precious hymn-book, accompanying her action with a mild squeal of delight. It now became a question of the strength of Mrs. Billings as opposed to that of the child; baby's aggravation grew until it

often reached a climax in an unearthly scream as the mother overpowered the little muscles.

Thus every Sunday morning baby Billings and mother Billings fought a never-ending battle for the singing-book during each song. Mrs. Billings liked to sing and by keeping up the fight, she was able to see most of the words of the hymn. She did not even suspect the irony which the situation revealed to a sixteen-year-old girl who sat nearby when she fought simultaneously with the singing of "Peace, peace, sweet peace"; or, again, the humor of it when she sang, "Sure I must fight if I would reign." The danger to the singing-books and the distraction to surrounding worshipers were both minor considerations when compared with the disastrous effect upon Catherine's little developing mind. She was being taught that force was the only really deterring influence on her impulse to grab anything that seemed attractive.

COMMENTS

How should the mother act under such circumstances? She must attempt control either by muscular force or by the voice. That is, she may apply her energies directly to the body of the child or she may attempt to use his mind, and so develop self-control. In cases like the above, the voice, not the hands, should be used as an instrument for teaching the child what he may not touch.

In the case of Mrs. Billings, the delayed command compelled baby Catherine to learn backwards, so to speak, if she learned at all, what her mother was try-

ing to teach her. With the singing-book in her hand, she had so far accomplished her purpose and accepted the urgent restraints of her mother as applying to her present or future action and not to the past. The baby learned very little of what was in the mother's mind.

We never can insist too strongly that children, in their earliest efforts at learning, cannot connect the instructions which parents give them with their own act, unless by parental oversight the instructions and the act occur closely together. In this case we are attempting to have the child make himself behave correctly. Therefore, good sense and kindness of heart both require that we help the child make the attempt to control himself at the point where the effort at self-restraint will be the most likely to succeed, namely, when the impulse to move first arises. To be sure, no observer can accurately locate this point, but until the muscles are fully in action, the momentum of the impulse has not attained its maximum. Before that time, self-control is easier than after the act is well under way.

It is important to distinguish between quick movements and roughness. This point is emphasized in the following case.

EXAMPLE 4

Mrs. Faith Abbott, of Kansas, was following the instructions given by a specialist on "Training Children to Obey." She made preparation to give a lesson to her eight-months-old baby, Amelia, just as directed, but all to no purpose. The child cried at

every lesson. Mrs. Abbott sought her sister, who was a kindergarten teacher, and said, "Ella, I want you to come over Saturday and help me give Amelia a lesson in obedience. She cries every time I attempt it."

On Saturday the sister read the lesson over carefully, helped in its simple preparation, and observed closely while Mrs. Abbott took Amelia on her lap for instructions.

"There, Faith, I see what's the matter," said Ella.

"What is it?" said Mrs. Abbott wonderingly.

"Why, you jerked the poor little thing's arm instead of putting it back gently."

"But the book says 'quickly,'" argued Mrs. Abbott.

"Quickly doesn't mean roughly. You'd never make a real kindergartner until you understood that difference. Let me show you—"

Ella jerked her sister's arm, then, gently, but quickly, pulled it back.

"See the difference?" she said.

"I felt a difference," corrected Mrs. Abbott.

Her method of restraint being remedied, Mrs. Abbott had no more trouble in teaching Amelia.

COMMENTS

The above illustration shows that it does not pay to push the child's arm back roughly because that "stirs up the blood" and puts him into a hostile mood. The idea in bringing back the child's arm quickly is not exactly to punish the child for disobeying, but rather to discourage future attempts to touch a desired object after being told not to do so.

EXAMPLE 5

Mrs. Mitchell was riding in a day coach of an express train on the Pennsylvania line. Across the aisle from her and one seat nearer the front of the car was a woman holding a baby that seemed to be about ten months old. The train was crowded and the air in it was foul. It was evidently the baby's nap time and he wanted his accustomed room and surroundings. The noise of the train, the close proximity of the other passengers, all strangers to the baby, made him ill at ease.

Added to these unusual, annoying details, his own mother was changed. She wore a hat and an unaccustomed dress and, worst of all, she sat quietly and held him. He was tired of being held—why didn't she let him down on the floor or get up and move about with him, he wondered. Of course he didn't even think in words. He simply sensed an unusual set of trying circumstances as a dumb animal would.

His mother wore a pendant on a fragile-looking chain. Baby had wanted that pretty ornament earlier in the day, but then he was not tired of his new surroundings and was easily led to look at something else. At two o'clock in the afternoon, he decided to have that lavalier. He reached for it. His mother, tired and vexed herself, slapped his hand. He reached again; she slapped him again, while her face showed irritation and determination. The child howled, but set his jaw literally to get that plaything. The passengers were given the painful exhibition of an angry mother pitting her strength against that of her

angry baby. He finally cried himself to sleep, but his last wakeful (most impressionable) look at her showed him a mother's face made ugly by unbridled passion.

COMMENTS

Let us analyze the situations presented in the above narrative. Children want to handle what they see. That is a perfectly proper longing in every child. However, the mother always insists on selecting objects to be handled. Sometimes she yields to the childish desire; again she withholds or seeks to take the thing away from baby hands. There need be no attempt to explain to the baby why some articles are granted and others are not. Unreasoned obedience is required at this age.

In the case of the second method of restraining a child, that is, of resorting to some violent physical control over his body, the mother may either inflict some bodily pain in an effort to compel conduct according to rule, or she may merely separate the little hand from the object by taking the one from the other.

In order to secure obedience in the most desirable way, you must know what the consequences are in the use of both of these methods. Take the case of slapping the hand or spanking the child in an effort to teach the lesson of, "Don't touch." This method is not excusable, since it is employed after the act has been committed. Here, again, we must refer to the fact that the young child has great difficulty in connecting a punishment of restraint with some pro-

cedure of his own. Until the mind has developed further, such experiences are accepted without interpretation, and sensed only in their immediate features. The child can no more interpret this punishment than he could a lecture on the subject of "Patriotism." The reason parents seem to succeed in employing punishment in this way is that the child lives through this gross method, and finally gets the cue from certain explanations that are given from time to time. In the case of separating the child's hand from the object, the child merely discerns that he has lost the object attained. The effect is the same as giving the word of command after the child has laid his hand upon the forbidden object.

Never allow your child to practice anything which you would not be willing for him to continue. For instance, if you want to teach your child to keep certain things out of his mouth, you should allow him to play with those things only while he is on your lap at first and prevent each impulse from gaining its end. Help him to enjoy the object while in his hands and the child will, before long, keep the object away from his mouth even when you are not near.

In carrying out this idea of allowing no break in starting the habit of obedience it is necessary to have some sort of check on the child. This idea is made clear by the following example and comments.

EXAMPLE 6

Little nine-months-old Edgar Bane's mother was anxious to give her baby every advantage possible, so she enrolled in a Mother's Club and began to give its

set lessons on obedience to Edgar.

His four-year-old sister, Edith, was so delighted with her new lessons as well as those of Edgar that she begged to have them given over and over.

"Et me dive buver his 'esson, muvver," she said one day. "I tan do it."

"No, no, I myself can scarcely hold him, he jumps so."

"Put 'm in 'is high chair, muvver, put 'm in 'is high chair," begged Edith.

"That is a good idea," said Mrs. Bane.

So Edgar was placed in his high chair and the instruction proceeded. She found, however, that the plan did not work. Whenever Edgar extended his hand to seize an object, he succeeded in getting hold of it before his mother could check him, with the result that his undesirable impulse was rewarded. When his mother said, "Don't touch," and he did it in spite of her command, Edgar was given a lesson in disobedience rather than a lesson in obedience.

COMMENTS

In giving any lesson, you must have some kind of a "check" on disobedience. By "check" is meant some way of preventing disobedience. In dealing with a child as young as that which we are now considering, your check must be purely physical. That is, the child must be held in such a position that he is easily compelled to heed the command, "Don't touch."

Many sad failures have resulted with children of different ages because their parents in trying to teach obedience, did not first have some substantial check.

This check must *immediately* follow the impulse to disobey in order to be effective and prevent similar action in the future. In a very young child, even if there is a delay of only a few seconds after an undesirable impulse arises before you can treat it, it may neutralize the inhibiting effect, which would be produced in the child's brain, if the impulse and its treatment were directly associated.

For example, if you were to give a command to a child of this age when he is out of reach, you would have no direct check on disobedience; therefore, do not give any commands at first when you are too far away from your child. It is not always an easy matter to get the attention of so young a child at a distance, and even after having his attention, the chances are he would disobey your commands unless you have already given him a definite lesson, such as Lesson 4. You should not attempt to give Lesson 4 before Lesson 3 or before Lesson 2. Give each one at its proper time.

Obedience is a habit and the important point about forming any habit is to allow no exceptions to occur; at least, until after the habit is formed. Hence, to give the child an opportunity to disobey by giving him a command when separated from him, would be to disregard the law of the habit which you are trying to establish.

The following example is an exaggerated case of the point under discussion.

EXAMPLE 7

Mrs. Hawley, of New York, was the mother of two

beautiful, finely developed children; Clark, aged five years, and baby Beatrice, aged eleven months.

Clark already showed a marked tendency to disobey. Both Mr. and Mrs. Hawley realized that unless they could train him into ready obedience they would be seriously handicapped in all their efforts to bring him up properly. They, therefore, eagerly secured lessons in child training and began to give both children lessons on obedience.

One day Mrs. Hawley took Beatrice on her lap to give her a lesson, when in came Clark after his ball.

A raised hand and a "sh-h-h-h" were readily understood by him, but not heeded in the least.

"I want my ball, mother. Where's my ball?"

Mrs. Hawley fretfully put the baby down and searched for the ball.

"Now go and play, Clark, and don't come in again for a little while. I want to teach Beatrice her lesson."

Exactly three minutes later Clark reappeared in the doorway and said:

"Mother, where's my drum? I want to play soldier."

"O Clark! Didn't I tell you to stay out a few minutes?"

Resignedly Mrs. Hawley set Beatrice down and went for the drum. It was nowhere to be found.

"Go on and play with your ball, Clark."

"I want to play soldier."

Another search was made and fifteen minutes elapsed before the drum was finally found under the

couch where Clark had hidden it from baby and forgotten about it.

"Now don't come back for anything else," was the mother's injunction as she took up the fretting baby once more.

But Beatrice was sleepy now and was too cross to give heed to anything. She turned her back toward the table and rubbed her eyes with her fists in true baby fashion.

COMMENTS

Not only had the mother failed in gaining the point of the lesson because of the interruption and subsequent sleepiness on the part of the child, but the little one came back to the next lesson with a decided prejudice against it because of being put down and left by her mother and also because of the discomforts of a delayed nap.

Do not try to give a lesson when the child is in a cross or fretful mood. Be sure that he is not hungry, thirsty or sleepy. In other words, the child should be in splendid physical condition. This point is essential to success in giving any lesson to a child.

Furthermore, it is necessary to connect the principle of the lesson on "Don't touch" with the ordinary experiences of the child. The mother can frequently dip into the current of a child's life and assist in carrying the value of a lesson into every part of his conduct; that is, apply the foregoing method in restraining the child from touching the hot oven door or the piano

Applying
Lessons in
Routine

keys or various other objects that for the moment may be kept from the child.

Discrimination must be made between such objects as are never to be touched by the child and those which are forbidden for the time being. This distinction must not be attempted in the early lessons on obedience, and in any case, mothers are not to presume that a child of less than a year old can retain any prohibition, no matter how well learned, for an indefinite period. If the object is a vase, which, even in years to come, cannot be a child's plaything, then the lesson, "Don't touch," would need to be thoroughly learned before trusting to the child's obedience.

The first four lessons on obedience require only about five minutes each, but do not give them too closely together. That is, do not give one immediately after the other. Let the child have his own way at least for some hours after each lesson, without trying to teach any new point. Lesson 1 might be given early in the forenoon and Lesson 2 in the afternoon of the same day, but they should not come closer together than this.

LESSON 2

AIM

To give further drill in obeying the command, "Don't touch," so that objects do not need to be put out of the child's reach.

PREPARATION

Same as for Lesson 1, but in addition to the small spoon, have also a plate and knife and fork.

DEFINITE INSTRUCTIONS

Repeat Lesson 1. After you say, "Don't touch," and the child is satisfied to wait until you get ready to give him one of the objects, give him only the spoon and help him to entertain himself with that.

Do not allow him to touch the plate or knife or fork. In case he tries to do so, push his arm back quickly, saying, "No, don't touch."

Do not oppose the child in anything while giving the lesson, except to restrain his arms after you say, "Don't touch." Any other opposition would detract and so hinder you in giving the lesson. For example, if the child puts the spoon into his mouth, do not scold him or forbid him to do so. That is not the point to be taught in his lesson, therefore pay no attention to it. Watch the spoon carefully and keep it from falling upon the floor while the child is playing with it.

After giving the spoon to him the first time, take it from him gently, put it back by the side of the plate and say, "Don't touch." Repeat this process until the child will allow you to put it on the table and not make any attempt to reach for it. Then end your lesson by arising and carrying him to some place where he will immediately become interested in something else.

COMMENTS

The idea in presenting the knife, fork and plate in this lesson is that the child may be taught directly not to be reaching for those things at the table. So many parents are provoked to think that their children will not behave well before "company," but the fault is not that of the children at all; they need to be taught.

The proper way to teach them is described in Lessons 1 and 2. In all of the lessons which are prescribed for young children, it is better for you to be alone with the child so that nothing will detract from the lesson. The lessons are all so arranged, that if you do exactly as they suggest, you are sure to succeed.

EXAMPLE

Mothers sometimes fail by making lessons too infrequent.

Mrs. Vorse gave Walter his first set lesson in obedience the day he was ten months old. She had expected to give him lessons daily thereafter, but the next day, just as she was ready to begin, a friend who called stayed until the time came for the baby to take his usual morning sleep.

An afternoon ride had already been planned, and after the ride Mrs. Vorse felt too tired to give Walter his lesson.

The next day a guest came who stayed five days. At the end of the seventh day Mrs. Vorse wrote regarding the lessons: "I have given my baby but one lesson. That was a week ago."

At the end of two months she wrote: "I have been so hindered that I have given Walter only ten lessons during the past two months. Do you advise that I begin at the beginning now that I shall be able to take up the lessons in earnest?"

In reply to this question the following advice was given: "By all means begin at the first again, and be assured that only regular lessons will accomplish anything."

COMMENTS

The mother put off giving the second lesson for a week and lost the effect of the first lesson. She ought to have given at least one two-minute lesson each day for three or four days.

You do not need to stop at simply presenting the plate, knife, fork and spoon to the child, but use anything whatever that you wish to teach your child not to touch. You can easily arrange for a five-minute lesson, presenting whatever objects you care to on the table and proceed as suggested in Lesson 1, having your child on your lap.

LESSON 3

AIM

To teach an infant to obey the command, "Don't touch," when not sitting on your lap.

PREPARATION

Set a chair, facing the side of a sofa. On the chair

place a bright tin cup. See that everything is off the sofa before starting to give the lesson.

DEFINITE INSTRUCTIONS

Carry the child into the room. Set him on the sofa about six inches from the edge, so that his right side is next to you.

Take the tin cup from the chair, thump it once or twice to get the child's attention on it, sit down on the chair and let him handle it for about five seconds while you still hold it; then by taking the cup in your right hand and grasping the child's hands in your left, gently take the cup away from the child and place it on the sofa about three inches in front of the child's feet.

Let go of the cup quickly, hold your hand, palm down, about a foot above the cup, while you say, "Don't touch it." [See Illustration A.]

After letting your right hand down to your lap, repeat the command slowly once or twice, "Don't touch it," and have your left hand near enough to the child's right arm so that in case he should start to reach for the cup, you can instantly stop him by pushing his arm back.

Do not let the child touch the cup at all until you are ready. When he makes an attempt, be careful not to hurt him by pulling his arm back too roughly. It might cause him to cry. If, for any reason, your child should cry while giving the lesson, postpone it until he is in a good humor again.

In case the child is determined to get the cup, make

motions with your own hands to attract his attention to yourself.

When the child has waited for five or six seconds without making any attempt to take the cup, reach over, pick it up and place it in the baby's hands. Smile and say, "You may have it." Then put his hands around the side of the cup. [See Illustration B.]

After tapping on the sides of the cup to make a noise and assisting the child in playing with it for a minute or so, take the cup away from the child again, gently, and set it out in front of his feet. As before, quickly bring your hand back, almost to your chest, palm down, and say, "Don't touch it."

About one more repetition of the prohibition against touching the tin cup and then giving it to the child will be sufficient for this lesson. Be sure, however, to end by offering the cup to the child while he is perfectly submissive. Let him play with the cup until you present something else that he likes.

This lesson need not last over five minutes.

COMMENTS

Your child should get the idea even in this first lesson that when you hold out your hand with the palm down and say, "Don't touch," he is not to touch the object before him.

When the instructions suggested giving two or three commands ("Don't touch") one after the other, it was for the purpose of making the association stronger between the sound of that command and the idea of "hands off."



ILLUSTRATION A



At one place in the definite instructions you are advised to smile as you say, "Now you may have it." This is very important. Show enthusiasm in the lesson. A cheerful mood is essential to success.

EXAMPLE

Mrs. Daniels of Illinois had herself been a petulant child. Her mother often said to her, "I hope you'll never have to rear a child that is as hard to govern as you have been."

Mrs. Daniels would reply, "I intend to begin early to make my children mind me."

Accordingly, when her baby June was ten months old, she began to train her in obedience.

June, like her mother, was supersensitive. Every tone, every expression, every attitude was quickly sensed by the baby and her reaction to her mother's impatient frowns and stamps was very marked and never failing.

Mrs. Daniels, with a frown, would say, "Don't touch." June would look up quickly, and noting by her mother's face that something was wrong, she would put out a little trembling hand, hoping to avert a calamity. This extending of the hand was just what Mrs. Daniels was trying to control, so she frowned more and excitedly motioned for June to drop her hand. Thoroughly frightened now, June would cry loudly and Mrs. Daniels would say, "There's no use trying. June can't comprehend anything yet." The truth was that the baby did comprehend in a most remarkable degree that her

mother was impatient and irritated, and so was herself disturbed.

COMMENTS

Until the idea is pretty well fixed in the baby's mind as to the meaning of a command, it is better not to give one without the motion of the hand which went with it in the lesson. Your child will pay more attention to what you do than to what you say. In other words the child, at first, will notice your general attitude, the position of your arm and hand, more than the words, "Don't touch it."

Bodily Attitude

Be sure after telling a child, "Don't touch it," that you give the object back to him soon enough.

When once obedience is well learned, **Fatal Delay** you will not need to observe this point, but while teaching obedience,

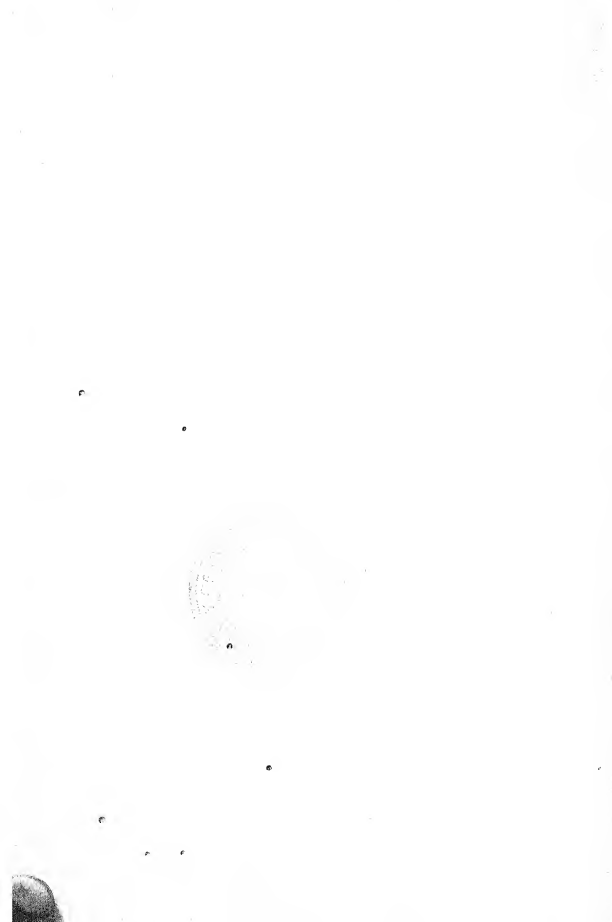
it is necessary to avoid delay in order to get the quickest and best results. Do not try your child's patience too far. After he keeps his hands off for only a very few seconds, always reward him at this point because it is important and necessary to success that the child shall understand that the prohibition is only upon his taking the initiative in getting into his possession an object which is forbidden.

It is also important that the lesson end pleasantly. See that the child has something even more interesting than the object of which he was deprived to play with so that no antagonism or unpleasantness will be associated with the lesson in the child's mind.

Since it only takes a few minutes to give a lesson,



ILLUSTRATION B



repeat the lesson several different times, using different attractive objects each time, so that the child may learn to heed the command, "Don't touch," perfectly while you are near him.

Many questions are asked about the proper use of "Do" and "Don't." Accordingly, the next few pages are devoted to specific advice on the proper use of each.

THE USE OF DO AND DON'T

There are two situations in which you should say, "Do," alone. By "Do" is meant merely the positive idea as opposed to the negative in the matter of giving commands. In the first place, you would very obviously use "Do" or its equivalent whenever you want your child to obey any positive command, such as "Come here," or "Bring my slippers," or "Sweep the kitchen."

When to
Say Do

Secondly, whenever there is both a positive and negative aspect to the same command: that is, whenever to do one thing means not to do the other, or to do the other means not to do the one, then use "Do." For example, instead of saying, "Now don't be so lazy and kill so much time," say, "Complete your task in a given time," or instead of saying, "Don't spill that water," say, "See how carefully you can carry the pitcher," or instead of saying, "Don't put the coffee-grounds in the sink," say, "Always put the grounds in the garbage-can."

There is one situation and only one in which you

should say, "Don't," alone. That is when a small child is unavoidably in a situation where there is some sort of attractive but forbidden object that sooner or later will capture his entire attention. The diverting method may be used up to a certain point, but finally his mind will be set upon the one object, and whether his hands have already touched it or whether they are just about to touch it, you should use "Don't." You will have no trouble getting him to obey if you have taught negative obedience correctly.

Occasions for giving negative commands should be made as few as possible. If negative commands are given too frequently, it will tend

When Neither to arouse opposition, while if a negative command is given only when necessary, and given in a proper spirit, it will cause no antagonism. When the child is engaged in doing something which is absolutely harmless, you should say neither "Do" nor "Don't." Let him alone. Constant interruptions of the natural course of a child's thoughts is a serious injury. Let him grow; let his spontaneity be unhindered. He must not be cultivated by continuous attention into an over-managed weakling.

There is one situation in which you should say both "Do" and "Don't." That is when obedience to the positive command alone does

When Both not imply the negative, but each must be noted separately. For example, if you tell your boy to mow a small lawn in the center of which is a cherry tree that you do not wish to be

molested, you must not only tell the boy that he is to mow, but also that he is not to injure the tree with the mower.

This command may be given so that it sounds like a more positive command, such as the following: "You may mow the lawn without letting the mower strike the tree in the center." Here the word "without" conveys the negative idea. Any mention made of the tree, together with the idea which the boy is to have concerning it, is the same as a negative command—just as much as if the word "Don't" were used.

Another situation is that in which you want to keep children quiet and also prevent them from doing many things which they are sure to attempt unless they are forbidden. It is good policy to indulge the children by frequent use of "Do" in regard to their own interests, in order that your "Don't" may have effect.

To illustrate: a mother takes four young children who are full of life to church with her. They are continually jumping up out of their seats. Most people think the mother should be more strict and stern and should order them to sit down in such a way that they will obey. But that is just what she attempts and it is ineffective.

She keeps a firm look on her face all the time and the moment any one of her children jumps up, she tells him to sit down in an instant, but she has to keep repressing them, one after the other, continually.

Now what is her trouble? In the first place, she

has not correctly taught her children to obey at home. Secondly, instead of not being strict enough, she is too strict. She is continually saying, "Don't," and keeps a sober look on her face all the while. Thirdly, her "Don't" comes after the offense each time, so that it has the effect of scolding or fault-finding. She should smile with her children in everything they do which she can commend at all; then, when she wants to tell them what to be careful about, let her look sober for just an instant; then her advice will count for more. The principle of expectancy should be applied in this way—assuming that to stand on the seat in church is a bad thing and that it should not be tolerated under any circumstances, she should raise her eyebrows as she tells them they must not stand on the seat.

The secret is for her to commend and agree with them just as far as possible and to say, "Don't" only when absolutely necessary. When a mother scolds for too many little things, she soon has practically no control. In fact, it may be said that one of the most general causes of disobedience is insufficient commendation, indulgence or privilege granted by the parents.

A child needs to be constantly encouraged. When reprimanded for every small error and not praised for his good deeds, there is no adequate incentive to good behavior or to compliance with the wishes of his parents.

Whenever you prohibit a child from carrying out his desire, be sure that you have something better for him to do, and look ahead to see that the child is

started in the right direction before he begins in the wrong.

Many a child has been made a transgressor by the suggestion contained in the use of "Don't." A mother can very easily get into the habit of saying, "Don't," to everything. "Don't drop your crumbs." "Don't put that in your mouth." "Don't make so much noise." And always such commands come after the

**General
Remarks**

offense. Furthermore, the "Don't" is generally in regard to some trivial act of offense—an offense which would be considered no offense at all, in itself, but the suggestion to the child is that he has committed something wrong just as many times as he has heard the word "Don't" and the child, therefore, gets to thinking he is disobedient and naturally bad, etc. It is a commonly observed fact that when a child of any age once thinks he is bad and realizes that others consider him bad, he will thereafter live up to his reputation.

It is an easy matter to teach undesirable habits to the child by this sort of suggestion. Let us suppose that, by accident at first, the child, being sleepy, drops his rattlebox. The mother picks it up and says coaxingly, "Don't throw it away—here, take it." The baby never even thought of throwing it away until the mother suggested the idea. He is now wide awake. He does, in reality, throw it away next time. And the mother becomes aggravated as she picks up the toy one time after another. The baby naturally reflects the mother's mood and becomes cross.

So it often happens that the mother, by her use of "Don't," puts disobedient thoughts into the child's head. Many children hear "Don't" so often and disobey it so frequently that the command becomes almost meaningless to them.

All those who have studied children agree upon the fact that the use of many "Don'ts" has a bad effect. But the too-frequent use of "Do" is almost equally bad. The proper use of the positive command will be explained fully in connection with the regular lessons on obedience.

LESSON 4

AIM

To teach an infant to mind the command, "Don't touch," when he is at a distance.

PREPARATION

Place a small doll (or any object with which the child likes to play) in the center of a room on the floor and set a stool about two feet from it.

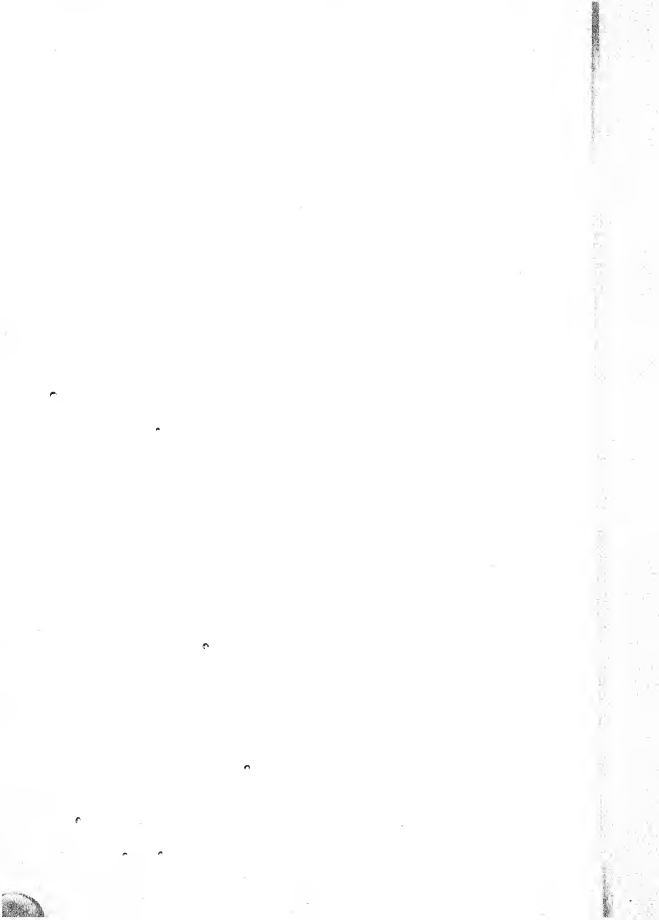
DEFINITE INSTRUCTIONS

Carry the child into the room, set him on the floor so that his right side is toward the stool and his feet about six inches from the doll.

Immediately sit down on the stool, put out your right hand, palm down, and say, "Don't touch it." Then lean forward, almost before the child has



ILLUSTRATION A



time to reach for it, pick up the doll with your right hand and give it to the child.

Wait a few seconds, then reach over, take the doll away gently, place it back on the floor again where it was. Take your hand off the doll quickly, and slide your stool back about a foot, lean forward, put out your right hand, palm down, and say, "Don't touch it."

The idea is to keep the child's attention off the doll as much as possible, and more on you, because if his attention is directed too strongly on the object of his desire, he will have a tendency to reach for it. In just a second or two after you say, "Don't touch it," if the child's attention is still on you, or if he is making no attempt to get the doll, reach out again and give it to the child as before.

Let the child play with it for a few more seconds and then remove it again in a way that will not make him cry and set it back on the floor. Repeat your quick movements as before, keeping the child's attention on you while you slide the stool back another foot or even farther, if you are sure that you can keep the child from touching the doll while you are away from him. Say, "Don't touch it," then give it to the child yourself.

In case the child should at any time during the lesson reach for the object or actually grasp it with his hands when he was not supposed to do so, do not shout or say anything at all, but pull your stool up next to him quickly and begin over.

That is, take the doll out of the child's hands, place it in front of the child's feet, draw your right

hand back almost to your chest, palm down, and say slowly and firmly, "Don't touch it." Be prepared with your left hand, so that if the child moves his arm toward the object you can quickly check him. Say, "Don't touch it," slowly, in a low voice two or three times while you are in that position and prepared to check him. Slide your stool back only a few inches, then, and do not take any more risks during the remainder of the lesson.

Let the lesson end by giving the doll to the child and allowing him to play with it.

COMMENTS

The thing you are after in the above lesson is to convey the idea to your child that the command, "Don't touch it," means the same thing whether you are near him or not.

You cannot do all this in one five-minute lesson. You can, however, do it in two or three five-minute lessons, such as Lesson 4.

A practical idea for you to work on in teaching obedience is this: go just as fast as the child will allow you to go in teaching him. If he keeps his hands off an object when you are three feet away, go a foot or two farther and test him at that distance, then a foot farther, and so on. If you lose control at any step, begin at the first again, and gradually get farther away.

It is tempting for some mothers, after the child has touched the object while they were too far away from him to prevent it, to want to return to the child

Impatience

quickly and slap him for that action, but this would do no good. A slap given to a small child never does any good unless it is given in such a way and so quickly after the action that it works on the child's mind the same as a reflex to the impulse. Therefore, two or three seconds may be altogether too late to be of any profit to the child.

• Whenever you happen to fail at any point in exemplifying the spirit of the lesson outlined above in detail, you should give other lessons similar to Lesson 4 and repeat until you succeed; then you will find it great pleasure to see how much you can control your child.

After you have taught him to obey when you give both a command and a motion of your hand, he will

**The Child's
Attention**

then obey either the command by itself or the motion of your hand without the command. Be sure that you have the child's attention and make your gestures plainly enough so that he will know what you mean. Many times you may find it convenient when talking with friends simply to indicate your wish to the child by a motion of your hand alone.

But the main thing in Lesson 4 is to get the child used to controlling his hands while you are away from him. It is different from teaching him to keep hands off, a command when near him, because then you have a direct check on disobedience and can prohibit his action with your own hand.

Lesson 4 is so devised that the child does not have time to realize that there is any difference—does not think but that you have just as much control of him

when far away as when you are near him. So the thing to do is to work fast; keep the child busy paying attention to *you* all the time. If you were to let his attention remain on the doll very long when you are distant, he would probably reach for it, and in that case he would find out that he could get it when you are at a distance. So take no risks. Keep his attention on you as much as you can, after saying, "Don't touch it," give the object to the child almost before he thinks about reaching for it the first few times.

A child of this age cannot see the distinction between merely having his attention taken away from the forbidden object and obeying your command not to touch the object. So if you allow him to have the object after keeping his attention from it a few seconds, you are at the same time rewarding him for obeying the command, "Don't touch." The two ideas ("hands off" and "don't touch") will easily associate themselves in the child's mind.

Commands lose their force through the use of too many "don'ts."

EXAMPLE 1

Mrs. Virginia Keigwin of Delaware was extremely anxious to have eleven-months-old Johnnie obey her commands.

Her home was filled with ornaments within reach of Johnnie's fingers, and yet forbidden to him. She literally followed him momentarily and forbade his touching this and that. Whenever anything was broken it meant only a more constant watchfulness.

Johnnie was himself confused as to what to play with. Both mother and child were becoming worn out when Mrs. Riggs, a wise elder cousin of Mrs. Keigwin, came to visit her for a few days.

One morning the guest said:

"Virginia, you are working too hard at keeping Johnnie out of things."

"I know I am, but how can I help it? I have no nursery and I won't change the whole house into one. The rest of us must live as well as Johnnie."

"Make him a little nursery," suggested Mrs. Riggs.

Then she went on to describe a pen for Johnnie made of a stout little fence placed in a convenient corner of the living room.

Her plans were carried out. Johnnie was placed in his little fence-inclosed nursery and given a few harmless playthings. Few commands were then required. Mrs. Keigwin and Johnnie both rested happily. Mrs. Riggs had solved the problem by removing the occasion for constant friction between mother and child.

COMMENTS

It is better to avoid occasions for giving commands as much as possible at first, except when giving your lessons. Even after you have given your child all the lessons up to this point, do not give any more negative commands than necessary. It takes practice before the average person can easily avoid giving unnecessary commands, but there is much to be gained by it. In so far as it is convenient, let the

child see only such objects as he may be allowed to handle. Then you can save your negative commands for objects which are unavoidably in his sight.

Not only do mothers, in their regular routine, have a tendency to use too many don'ts, but it is common practice to give the commands too late. Especially is it necessary to give the command first when giving a definite lesson.

EXAMPLE 2

Mrs. Wood's nine-months-old baby Richard was an exceptionally active child. He was one of those babies who go everywhere in a house and never lose an opportunity to "get into things."

Mrs. Wood had read a description in a current magazine of how to teach a baby not to touch. In this article the writer had not made clear the point that the command, "Don't touch," must precede the child's least attempt to seize or handle the forbidden article.

Therefore, in teaching Richard according to the method read, Mrs. Wood never said "Don't touch" until after the child had started to reach for the article. *Her command was simultaneous with her restraint upon the baby's arm*, and so Richard did not learn the meaning of the command. Nor was he able to restrain himself without his mother's touch upon his arm when she was near.

Mrs. Wood's mother, Mrs. Wakefield, watched with interest her daughter's attempt to use "new-fangled notions" in rearing Richard. Mrs. Wakefield believed in her own method of child training, which was

to spank the baby every time he was "caught" with a forbidden object. One morning Mrs. Wood had left the pantry door ajar and had gone to work in the sewing-room. Richard was playing with empty spools on the sewing-room floor.

Half an hour later Mrs. Wakefield came in and said at once, "Where's Richard?" He was gone! A search through the house revealed that he was seated in the pantry playing, delightedly, with a basket of eggs. Broken eggs surrounded and covered him. He greeted his mother and grandmother with a crow of delight.

Mrs. Wakefield said, "Now, daughter, haven't I told you to spank that child whenever he went to the pantry door? What good is your magazine in a case like this?"

Mrs. Wood pondered the situation. Her magazine writer had seemed to expect that she would be with the baby every time she wished to have him obey and never be able to *leave a command with him*.

COMMENTS

Mrs. Wood had to realize by actual experience that in order to teach the meaning of a command she must first give the command and then follow with the action necessary to make clear the meaning of the command.

It may be that you will not find many occasions for making use of the point taught in Lesson 4, since in the regular routine it would be foolish to put objects out on the floor which you did not want

touched, but I have put in Lesson 4 in order that you may teach it to your child if you need it.

It is pleasing to know that you have a child taught so perfectly that in case of emergency you could control him even though you were some distance away. It may also prove convenient on many ordinary occasions. A mother may have her hands fully occupied or be otherwise engaged and would find it very helpful if she had such control that, by merely getting the child's attention, she could cause him to understand and obey her commands.

It must be said, however, that one must not expect too much of a baby less than a year old when he is at a distance from you. The advantage of Lesson 4 will be realized only after you get the child's attention; that is often not an easy thing to do when you are separated from the baby. Remember, also, that a single command to a baby influences him only for a moment. For example, if you present a baby with a strange object and tell him not to touch it, you could not justly consider that child disobedient unless he touched it immediately.

If a baby does not touch an object for a half minute after being told not to do so, you may consider him obedient. It would be poor judgment on your part to leave a forbidden object in reach as a constant temptation, because the child would finally touch it unless you give him a special lesson concerning that particular object. To do that, you would have to be with the child for a time, with the forbidden object close at hand and check every attempt to touch it.

Lesson 4 will be easier to teach a child one year old than one only six months of age, and the same is true also of the next lesson.

LESSON 5

AIM

To teach a child to give up an object which he already has in his hands.

PREPARATION

Set a straight-back chair facing the side of a sofa. On the chair place a small rag doll.

DEFINITE INSTRUCTIONS

Carry the child into the room, set him on the sofa, facing your chair. Take up the rag doll from your chair and give it to him as you sit down. After helping the child to play with it for a moment, lean forward, stretch out both arms so that your hands meet, with palms up, right in front of the child's hands. As you extend your arms, say, "Now give it to *me*." Give the child every possible suggestion by your movements that you want the doll placed in your hands, quickly take hold of the doll with your hand, etc.

In case the child makes no motion at all toward your hands, quickly take hold of the doll with your right hand and loosen his hands with your left, then swing it around in a circle above your head twice and give it to the child, saying, "Now, you take it."

Sit back in your chair again and in a few seconds lean forward and ask for the doll in the same manner as before.

The child will probably throw up his hands or make some motion. If so, say, "That's it, give it to me." He will likely not let loose, without your helping him, so loosen his hands with your left hand as before, and swing the doll over your head again, ending the movement by placing the doll in the child's hands.

Repeat this procedure until the child will let loose of his own accord, whenever you merely hold out both hands.

As soon as you feel that the child has caught the point of the lesson, namely, to let loose of the object whenever you hold out both hands, palms up, end the lesson by giving him the doll and letting him play with it.

COMMENTS

In case you do not happen to have a rag doll, select any object that is soft. A soft object is preferable because often children, when being given this lesson, throw up their hands and drop the object, and if it falls upon the floor and makes a noise their minds are more on the point of making a noise than on giving you the object.

A very important point about selecting objects is to choose those which are harmless and also unbreakable. For example, to teach a child to keep his hands off of a costly vase or something of that sort, we do

not use the vase in giving the lesson, but, instead, some common article of little value. We can teach obedience just as well with a tin cup as with a costly vase, so it is only common sense to use inexpensive articles in giving the lessons.

In case your signal, for taking up the child to carry him, is the same as that suggested for making him give up an object, you should change the latter sufficiently to prevent the child from confusing the two.

In regard to swinging the doll in a circle above your head: this was for the purpose of making the child curious and desirous that you have the object as well as himself, so that it makes the child more willing to let go. You could, of course, teach the lesson, without that movement—giving the object back to the child the instant you take it away. This, in case the child lets loose at all of his own accord, would serve as a reward for so doing. That is, the child would soon begin to realize that the quicker he let loose, the quicker he would get back the object. On the other hand, if instead of letting the child have the object most of the time in this lesson, you were to keep it yourself too long, it would be more difficult to get it the next time.

Of course, later on, you can ask your child to surrender articles and you will not need to give them back immediately or at all if you do not wish to, because he will have learned to obey.

The child in this first lesson cannot be made to hand you the object very gracefully. In fact, his motions will be very crude. But you should continue

the lesson until you are sure that the child has the idea of the lesson.

As soon as you feel sure that the child has formed the association between your moving your hands up and down and letting the object loose, then stop the lesson at once. If the lesson is continued too long the baby gets tired and the lesson ends badly.

EXAMPLE

Mrs. Blakeslee of Wisconsin had been an untiring student and a renowned teacher. She believed in thoroughness. Her eleven-months-old baby, Billy, was destined to be most thoroughly trained. She was right in beginning his training thus early, but she had been accustomed to teaching children of school age and could not easily adjust herself to a less rigorous handling of a case.

When she taught Billy a lesson she was loath to stop when the child had seemed to grasp the idea to be taught. She repeated the lesson again and again without allowing Billy any relaxation. She was so eager to get the lesson drilled into his little mind that she was not satisfied to wait a few hours before repeating, fearing that without this drill he would forget his lesson.

She failed to consider the ease with which most babies learn even a language without any drill whatsoever. The result of unduly lengthening a lesson by repetition was to tire Billy so much that he pouted and refused to heed Mrs. Blakeslee at all.

Even after he showed signs of weariness his mother tried against his will to cause him to obey.

Because of her insistence Billy came to dislike his lessons, and even finally to pout as soon as he heard certain words which were associated in his little mind with the idea of unpleasant drill.

COMMENTS

Five minutes only is required to give any of these lessons, and you may decide for yourself as to the number of times it is necessary to repeat any given lesson. The aim of each lesson is stated at the beginning, as you have noted; it is quite reasonable to repeat a given lesson as often as necessary to teach each point perfectly.

If you have read these first five lessons carefully enough to get the spirit of them, you will not have any trouble in dealing with any infant from six months to one year old. When I say get the spirit of the lessons, I mean you will have a sufficient conception of correct methods of procedure so that you will not need to stop with these few lessons, but can always suit your actions rightly to the behavior of the infant. For example, if sometime your child were to fall into the habit of giving up an object with too great reluctance, it would be wise to give another lesson or two similar to Lesson 5.

It is important to note this point, however, that if you really apply the spirit of these lessons your child will not become lax but rather more perfect in obedience. In other words, everything you do with the child will be a lesson in the right sort of obedience.

FROM ONE TO THREE YEARS

If your child is not perfectly obedient at this age and has not yet learned to walk, you may give him the five lessons, described on pages 46 to 97, inclusive. After your child has begun to walk, then you may give the following lessons.

LESSON 1

AIM

To give the child further drill in obeying the commands, "Don't touch" and "Give to me."

PREPARATION

Place a straight chair near the right arm of a rocking-chair and have concealed a watch and chain.

DEFINITE INSTRUCTIONS

Lead the child by the hand over to the chairs. Sit down in the rocking-chair and place the child, facing you, at your left knee. Immediately take the watch and chain from your pocket, hold the watch up to your right ear and look up to the ceiling as though you were listening closely.

After holding it up to your ear for five or six seconds, put the watch in your left hand, reach out with your right hand and pull the straight chair up in front of your right knee. Immediately place the watch on the nearest corner of the chair and quickly put your hand up to your ear as though trying to hear the watch tick.



ILLUSTRATION A

If while you are doing this, the child makes any attempt to reach for the watch, say, "Don't touch it," and if necessary in order to keep the child from touching it, push his arm back quickly with your right hand. After doing this (in case it is necessary) quickly take your hand away from his arm and put it up to your ear again. As often as he tries to reach for the watch, repeat the process of pushing his arm back, saying, "Don't touch it." Then always appear to be very much interested in trying to hear the watch tick.

As soon as the child will remain with his hands quiet for five or six seconds after you have placed the watch on the chair, reach over, pick up the watch, and place it in the child's hands, saying, "Now, you may hold it a while." Take hold of the child's hand containing the watch and put it up to his own ear. Talk about the watch. Smile and say, "Can you hear it—tick, tick, tick?"

Let the child keep the watch for a few seconds (while you hold the end of the chain, if you think it necessary to keep it from falling). Then say, "All right—now give it to me." Immediately extend both hands, palm up, to receive the watch. Hold your hands in that position until the child gives you the watch. If he does not within five or six seconds, say more firmly, "Give *me* the watch." If the child does not give it to you then, remove his hands gently with your left hand and give the watch back to him, saying, "Now, you take it." After pausing a few seconds, extend your hands and say, "Now, give it to me."

Continue to remove the child's hands from the watch until he will give it to you at the command, "Give it to me." The moment he gives it to you of his own accord, put the watch up to your own ear for a second, then to that of the child and finally give it to him, saying, "Now, you may have it." Repeat this last process of putting it up to your own ear and then to his ear until the child will put the watch into your hand the instant you say, "Give it to me." As soon as he does this, let that end the lesson.

When you put the watch back into your pocket, be sure that the child has something else to occupy his mind.

COMMENTS

The last point suggested in the above lesson is very important, namely, that as soon as the child gives you the object quickly at command, the lesson should end. Your aim should always be to leave a right impression on the child's mind at the end of a lesson. Never bring it to a close with a wrong idea impressed upon the child's mind.

I have found that a watch and chain is generally interesting to children of this age. The reason it is advisable to use an object which is interesting to the child is that, by so doing, you can secure the child's keenest attention. Another reason is that the pleasure derived from the object is associated with obedience, which fact greatly aids in starting the habit of obedience. I have talked with persons who did not understand this. They reasoned that if we were so

careful not to have our commands conflict with the
Child's interest of the child, we would have
Interest trouble later on in getting obedience
except when the child wished to obey.

But their philosophy is not practical. In our first lesson or two on obedience, we must cater to the child's interest; we must associate obedience with pleasure and self-interest. There is absolutely no other correct way of teaching perfect obedience.

After we teach obedience in regard to things which the child can do with little effort, it is a simple and easy matter to modify and apply this perfect obedience, already taught, to things which he does not like to do.

As you read over these lessons, you can easily see how we teach very simple things at first and gradually have the child obeying commands more and more difficult, until at the end of the third or fourth lesson, we have him obeying commands that he would not have heeded at all in the first lesson.

In order to secure obedience in a child under three years old, it is very essential that you learn properly to apply the principle of expectancy. A very practical idea is embodied in the following case.

EXAMPLE 1

Mrs. Merrill was the wife of Professor J. H. Merrill, head of the Department of Education in a southern college. Together they watched with delight the development of their baby Ethel.

When she was ten months old they began to teach her to heed the command, "Ethel, don't touch."

While Mrs. Merrill gave a lesson to the baby, Professor Merrill was often in the next room from which he could see and hear all that was going on.

One evening, after a successful lesson, he told Mrs. Merrill he was convinced that the inflection and quality of her voice had much to do with her success with the baby.

Upon being asked by her to explain further he told her that the low, even tones gave the child just the support that was needed. They showed the mother's expectation that the child would comply with her request. The clear pronunciation of the word, "Ethel," gained the baby's attention, and the words, "Don't touch," which followed, seemed also to command attention as well as respect for the command given.

COMMENTS

The way in which you should say, "Don't touch it," deserves consideration. To say the words quickly, one after the other, tends to cause resentment. The mere fact that the child is generally accustomed to disobey commands, spoken sharply, is sufficient reason for giving the command in the lesson very slowly. Besides, an order spoken deliberately always suggests firmness.

I have heard mothers say the word, "touch," in a higher pitched voice than the other two words and the effect is not so good. It sounds too much like a threat or the word of warning which the child has disobeyed so often before. The best way is to pronounce all three words in the same pitch. The word,

"touch," may be emphasized more by volume of tone, but not by a higher pitch.

If, in the regular day's routine, your child is about to touch something you do not want him to handle, first get his attention by speaking his name clearly. If the name has two syllables, allow a second between them. Pause two seconds between the words, "touch," and "it." Practice saying this command to yourself with the proper pauses, until you can give it with firmness and force, without speaking at all loud. This you can easily do and there is much to be gained by it.

EXAMPLE 2

Mrs. Miller of Chicago had a little private school in her house for the benefit of her two older children.

**Fattening Things
Out of Reach** A student from the nearby college came daily to instruct the Miller children and a few others, ten in all, who were children of neighboring families. Karl Miller, two years old, was not allowed in the room which was used as a school-room during study hours, so he was with his mother while school was in session. Karl had always been an independent baby who wanted his own way. Mrs. Miller while working with him was careful to oppose him as little as possible so as to avoid antagonizing him.

Among the children who came to the Miller private school was Marie Crosby, aged seven years, daughter of a professor in the college. She often brought her younger sister Annabelle, aged three years, with her.

When Annabelle came she spent the period in the living-room with Karl and his mother. Being a year older than Karl, Annabelle delighted in teasing him. Her favorite expression was, "Tarl, oo tan't have iss, oo tan't have iss," spoken in the most tantalizing tones. No matter what the object was, an empty spool, a ball, a top or anything that she got into her hands. Often neither of them had wanted the object a moment before, but Annabelle would grab it up and say, "Tarl, oo tan't have iss!" and immediately Karl wanted it. Then Annabelle would run to Mrs. Miller and say, "Put iss up, Tarl tan't have it."

It was evident to Mrs. Miller that Annabelle had herself been denied the privilege of handling objects which were therefore put out of her reach, and very humanly she wanted to try the adult attitude on Karl, as he was smaller than herself. Annabelle had evidently decided from her own experience that objects are denied children and put out of their reach for the sole purpose of seeing them tormented.

COMMENTS

We dare not run the risk of being thus misunderstood by our children. Never let your child see you put anything out of his reach to keep him from touching it. The suggestion from this act would not be a good one. You should assume that no matter if the object were right in front of the child, he would not attempt to touch it if you forbade it.

It is instinctive for a child of this age to want to reach for and handle things. Therefore, do not

tempt the child by placing him in the midst of many objects which he is not permitted to touch. It is even desirable that breakable objects be not only kept out of reach but out of sight. But, as suggested above, do not let the child see you hide them from his sight.

In case your child already sees something out of his reach which he wants and would be inclined to reach with a chair if he could, let him realize that its being out of reach has nothing to do with it. Lift the child up easily in reach of it or else put the object down in front of the child in easy reach, saying, "Don't touch—just look at it— isn't it pretty?"

He will then be better satisfied on the floor than before. If, however, his desire for the object is intense, be sure that the child has something else of interest to play with for a few moments, and call his attention to those particular characteristics of the object which will interest him.

Whenever a child is forbidden an object, do not suggest in any way that there are any advantages in playing with that object, but rather emphasize the attractive features of the object which the child is permitted to handle.

EXAMPLE 3

It was right here that Mrs. Jacobs of Indiana failed. She had bought a doll for each of her little girls, Julia, aged five years, and Viola, aged two and a half.

Julia was a quiet child who played sedately with her doll, but little Viola was an extremely active

baby who tried half a dozen postures in a minute.

Mrs. Jacobs had bought Julia a beautiful large character doll and had dressed it nicely because she felt sure Julia would keep it unsoiled indefinitely.

For Viola, she bought a non-breakable smaller doll and dressed it in gingham. But she wanted to be fair to Viola. She wanted her to enjoy all the beauty of Julia's doll, so she sat down with it in her arms and said over and over as she touched its hair, cheeks, dress, shoes, etc., "Pretty, pretty, how pretty!" Then she told Julia to put her doll away and give Viola her own doll, saying nothing, however, about the small one. Viola's eyes followed the "pretty" one.

Ten minutes later mother and daughters were all three shocked when they heard Julia's doll fall and saw its beautiful head broken into bits.

Viola had noted that Julia put her doll in the middle dresser drawer. It was only the work of a moment to open the drawer and pull out the doll, but in her hurry she had grasped it insecurely and the crash resulted.

The small doll which Viola was permitted to use was the one upon which her attention should have been fixed by words similar to those used in the case of the larger doll.

LESSON 2

AIM.

To teach a child to bring an object to you from any part of the room.

PREPARATION

Have two straight chairs in the center of a room about a foot and a half apart, facing each other; on one, place a small attractive book. (A book with a bright red cover is suitable.)

DEFINITE INSTRUCTIONS

Go into the room with the child and have him stand at the left side of the chair on which you placed the book, while you occupy the vacant one. First, test the child on the points taught in Lesson 1. That is, test him once or twice on the command, "Don't touch it," passing the book back and forth once or twice as you did the watch in Lesson 1. As soon as you find that he responds readily to the command, "Give it to me," place the book on the edge of the chair, extend your right hand, palm up, with the fingers pointing toward the book, and say, "Give it to me." [See Illustration A.]

In case the child is slow to carry out your order, have him stand up closer to the chair and, putting the book out closer to his hand, repeat the command, "Give it to me." Then, if the child does not grasp it, actually put the book into his hands, and say, "Give it to me." After the child has done this, smile and immediately place it back on the chair, saying, "Now, give it to me."

As soon as he obeys the command, "Give it to me," while the book is within easy reach, set the chair about a foot farther away from the child and place the book on the side of the chair so that about a third of it projects toward the child.

Extend your right hand, palm up, fingers pointing toward the book, and say to your child, "Bring it to me." The moment the child makes the slightest move toward the book say, "That's it, bring it to me."

If he obeys the command when the book is one foot away, smile and say, "That's it." Then, they at two feet, three feet, and even farther away if the child gets it readily each time.

In case the child did not move toward the book when it was a foot away, place the chair almost against him again and gradually move it away, a foot or farther from the child. End the lesson by giving the book to the child to play with or provide some other means to interest him. The lesson itself should not last more than five minutes.

COMMENTS

The child in this lesson must learn to do two things in obedience to the same command, "Bring it to me." He must grasp the object and he must also hand it to you.

But in Lesson 1 you taught him to give the object to you after he had taken it in his hand; so, the real point of this lesson, then, is merely to get the child to grasp the object. By simply repeating, "Bring it to me," in each case, you associate both things with the one command.

It will aid you to secure good results if you follow the suggestions contained in the following extract from a letter.

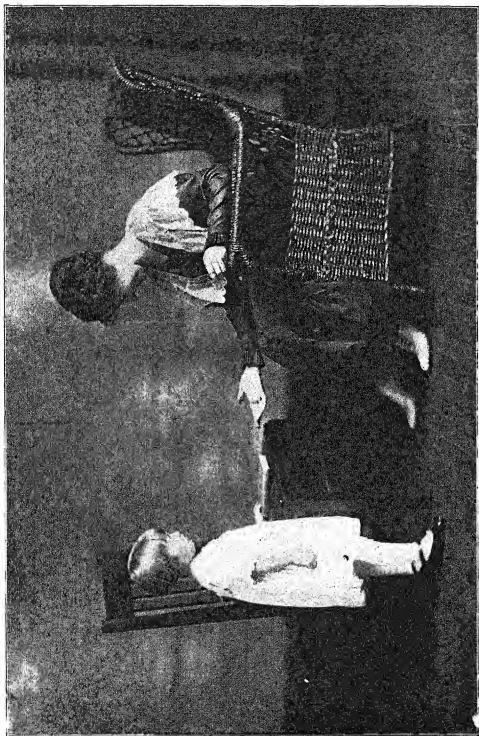


ILLUSTRATION A'



EXAMPLE 1

Mrs. McDowell wrote to her sister Kate concerning her baby, Lulu, aged ten months:

"The happiest moments of my day are those spent in teaching Lulu.

"She says 'muver,' 'da da,' 'hat' and 'doll' and understands scores of words. Among these are

**A Playful
Attitude**

'Don't touch.' Lulu not only understands them but obeys them. I'm sure you would want to give her a great big hug if you could see her knowingly smile when I say, 'Don't touch.' She is too cunning for anything. As soon as her lesson is finished I have a little romp with her. She likes to play Peek-a-boo from behind a handkerchief and dearly enjoys to have me play a lively tune on the piano.

"So after each lesson, I entertain her for a while and she looks so understandingly into my eyes that I believe she would say if she could, 'Don't we enjoy our lessons and games?' When you come next month I know you'll be delighted with her understanding and obedience."

The reason for repeating Lesson 1 in the first part of this one is to make sure that the child is ready for Lesson 2. Lesson 1 is started with a negative command (Don't touch) instead of the positive command,

**Negative Com-
mand First**

because you always have a more direct check on negative disobedience than on positive disobedience. For example, if your child starts to touch an object that you tell him not to touch, it is an easy matter to prevent him by simply pushing his arm

back. But, when you tell him to do some positive thing, you cannot enforce your command so quickly or easily or with such good results as you can a negative command like, "Don't touch it." Therefore, in dealing with a spoiled child under two or three years of age, it is better to begin teaching obedience by giving a negative command, then, after the child is convinced that he must obey, a positive one.

The child must not be permitted to see the book before the lesson starts. In the early part of the lesson, do not be afraid to smile and talk about the book, as you hand it back and forth. Turn a few pages once in a while. Say, "Isn't that a pretty picture?" When turning pages with the child, be sure to close the book before saying, "Give it to me."

Watch for misunderstanding when giving a positive command. Often the child may not comprehend the request.

EXAMPLE 2

Mrs. Barlow of Cincinnati had long known a colored woman, Mrs. Duff, and allowed her to bring her three-year-old daughter, named Carrie Bob, with her when she came to do the washing. The laundry was in the basement and from time to time Mrs. Barlow heard the cry of the little Carrie Bob. The child amused and interested her. Her skin was a very dark brown, her eyes showed more than the usual amount of white as she rolled them around when surprised. Her hair was beautifully curly but very short. Her little body was straight and finely

formed. Altogether she made a pleasing picture in her bright red dress.

About the third time that Mrs. Barlow heard Carrie Bob cry out she decided to go to the basement and discover the cause.

When she approached Mrs. Duff, Carrie Bob stood by her mother so straight and questioning with her big, bright, shining eyes that Mrs. Barlow could not but be amused. "What's the matter, Carrie Bob? I thought I heard you crying," said Mrs. Barlow.

"O, I done tried to make de chil' min', dat's all," said Mrs. Duff. Mrs. Barlow took a seat for a moment while Mrs. Duff said to Carrie Bob, "Han me dat clothes stick." No motion was made toward the article in question. Mrs. Duff looked frowningly at Carrie Bob, over whose little body passed a barely perceptible quiver, but the child stood seemingly a little straighter and looked at Mrs. Barlow.

Mrs. Duff gave her a slap on the side of the head and said, "Han' me dat clothes stick." This time the mother pointed to it, instantly the child snatched up the stick and handed it to her mother, but watched her blinking and ready to dodge if another blow came.

"Don't you see," said Mrs. Barlow, "she wants to mind you? She doesn't know always what you want. You should point to what you want by putting out your hand and I believe she'll always mind."

"Yes, mum, I'll try dat," said Mrs. Duff. The cries ceased to come up from the basement.

As Mrs. Duff started to go, Mrs. Barlow said, "How was Carrie Bob after I left?"

Mrs. Duff replied, "Dat sure do work, Mrs. Barlow; she allus minded me when I pointed to de stick an' soap. I'll shore 'member dat."

The instructions, at one place, suggested holding the hand so that the fingers pointed toward the object. This is an important point. In teaching negative obedience, when you want the child to keep his hands off of an object, you must keep his attention off of it.

But in teaching positive obedience, when you want the child to take up an object, you must have his attention directed toward it. To secure this result, you must look at the article and have your hand pointing toward it as in the above case.

It will be a simple matter, after teaching this lesson and repeating it a few times, to have the child bring objects from any part of the room.

EXAMPLE 3

It was snowing hard in a city of central Michigan. Mrs. Loyd was ill with a severe headache, and Mr. Loyd had been obliged to get his own breakfast before starting for his office.

Their only child, Royal, was two years old. He had been walking since he was eleven months old, and was now able to speak half a dozen words and understand a score of others.

Months before this winter morning, Mrs. Loyd had taught Royal to understand and obey the command, "Don't touch," and, "Give it to me." But she had never developed this latter command beyond asking

the baby to hand her what was within her own reach. She had said, "What's the use of having him bring me things from a distance; he's always right with me; it would be more trouble to get him to understand what I wanted than to go and get the article."

As she lay there now, with aching head, she heard Mr. Loyd say, "Bring me a spoon, Royal."

"Poon?" said Royal, but evidently did not bring one, for Mr. Loyd said, "Bring it, I say, bring it."

Mr. Loyd's "Aw-w!" in a disapproving tone showed that Royal had failed to understand.

Finally Mr. Loyd started for the office. He had given his keys to Royal to play with, and had forgotten to recover them before starting. Half a block from home he thought of his keys and ran back for them, being in danger of missing his car. Arriving at home, all covered with snow, he threw open the door, and found Royal standing in the middle of the room, and the keys a few feet beyond on the floor.

Mr. Loyd glanced down at his snowy garments and said, "Royal, bring me the keys."

"Snow," said Royal.

"Bring it to me—keys," repeated Mr. Loyd.

Royal understood, "Bring it to me," and looked around for something within reach, took up a book from the table by him and started for his father.

"Pshaw!" said Mr. Loyd, as he dashed into the room and secured the keys, leaving a trail of snow in the living room, and ran for his car.

Soon Royal went to his mother.

The little clock had been left on the dresser with

its face turned from the bed. Mrs. Loyd wanted to know what time it was. She tried again and again to get Royal to bring her the clock. Each time he picked up what was nearest him: the morning paper, a shoe, etc., but did not bring the clock.

"I'll teach Royal to bring things from a distance as soon as I get up," thought Mrs. Loyd.

COMMENTS

It is better to teach a child, in a systematic yet simple way, all those commands which are likely to be given during regular routine, than it is to expect the child to understand your wishes beyond his power to do so.

An important point to bear in mind, when giving the lesson, is, that if the child fails to understand or obey your command to get an object for you at any given distance, it is not a good thing to allow him to become confused. Don't try to enforce your command at too great a distance. Put the object very near him when giving your command, if necessary to show him what you mean; then, gradually increase the distance until the child will obey your command at that point from which, at first, he refused.

The proper assumption, and the one which means the greatest success in child training, is that the child will always do the best he knows. That is, if your child appears to be disobedient after you have given him a certain lesson, it either means that you have not conveyed the idea to the child correctly in the first place, or else the child has not received enough drill on the particular point, afterwards.

Exactly the opposite and wrong assumption would be that since you have given the child lessons on obedience, if he disobeyed he does so through stubbornness, and needs some punishment for not doing what you say.

Not only is it improper to punish a child in a lesson for not obeying, but it is very important that, outside of the lesson, you avoid occasion for any acts of disobedience during the first few days in which you are trying to teach obedience. If a mother should make up her mind to carry out this policy, but should give a command which the child refused to obey, and she quickly became impatient and forced him to yield, the certain result would be antagonism and serious difficulty in teaching the next lesson.

Of course, there is no harm in giving commands which you are sure the child will like to carry out. But your policy should be this: *Until the habit of obedience is formed, give only those commands which you are sure will be carried out.*

Never allow anyone to tempt you to test a child by giving any commands merely to satisfy curiosity or to entertain adults. The result of this is clearly shown in the following example.

EXAMPLE 4

Mr. and Mrs. McMullen had been residents of a foreign country, where their charming little daughter, Ella, was born. She was an exceptionally winsome baby, and her mother had devoted much time to teaching her obedience.

They returned to America when Ella was about

three years old. Every one of their acquaintances was interested in this little one, and Mrs. McMullen's sister, Bertha Collins, adored her little niece.

Among Ella's other accomplishments she made fitting gestures to accompany several kindergarten songs. When Miss Collins first saw the child make the gestures she was completely captivated, and asked to have the performance repeated until she herself learned the little songs.

Groups of friends were continually calling to see the McMullens, and Miss Collins vexed Mrs. McMullen by having Ella show her accomplishments to everybody.

At a Fourth of July celebration, Miss Collins kept Ella with her all the afternoon, and asked her over and over to repeat the songs. Either from physical weariness or reasonable disgust the child finally hopelessly mixed her gestures. She even injected parts of one song into another and stopped laughingly. When asked to begin again she laughed and did it all wrong. When her mother called for the songs again later, Ella took no special delight in them as she had formerly done. The joy of doing the gestures had been destroyed by making work of it.

This had furthermore a slight influence over Ella's readiness to obey other commands of her mother. The effect was not great, however, since it was not Ella's mother who used the wrong method.

COMMENTS

Oftentimes one person, either because of his own failure to get obedience or merely to ridicule some

one else, will dare another person to give certain commands, which the child would be inclined to refuse. To yield to this temptation to exhibit your control over the child shows weakness rather than strength. If any person should accuse you of being afraid to give a command because of apparent lack of self-confidence, reply that you are just now teaching him and to give any commands beyond the particular lesson which you have given would lead him toward disobedience, instead of obedience. If the person does not understand this, smile and say no more. It is the final result that counts, always, in training any child. It would take you a long time to reach the goal of perfect obedience if you were to allow occasional acts of disobedience to stop your progress.

LESSON 3

AIM

To teach a child to take an object to any part of the room.

PREPARATION

Place your chair with back to the wall, Place three other straight chairs facing yours; the first about three feet away and a little to the right, the second about five feet away, and straight in front of your chair, and the third, about eight feet away and a little to the left. Place on your chair some attractive object. (A book with a bright red cover would be suitable.)

DEFINITE INSTRUCTIONS

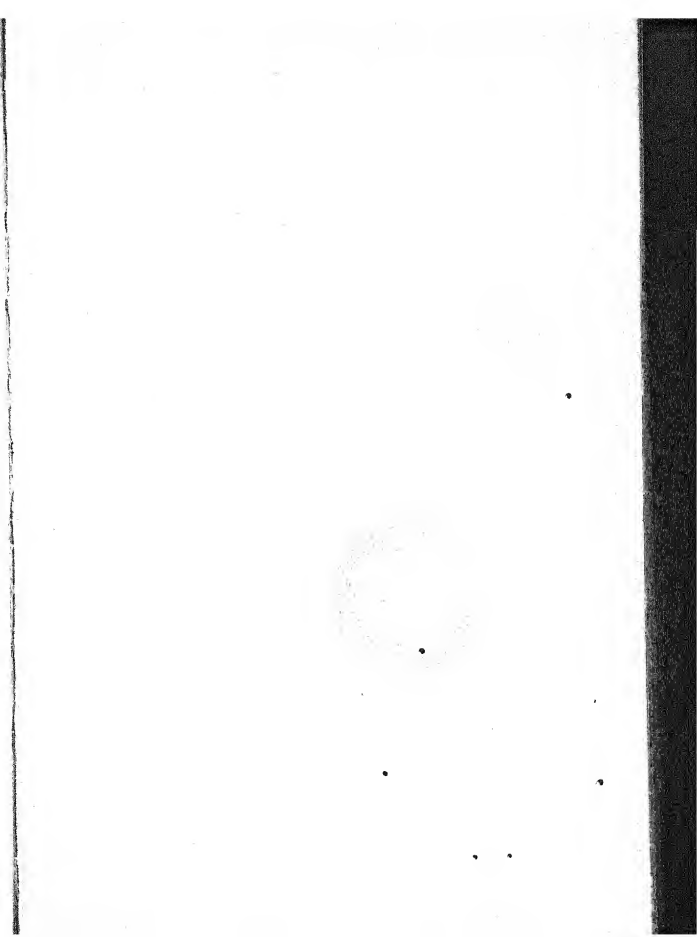
Take the child into the room over to the chair indicated above as "your" chair. Take up the book in your hands and sit down. With the child at your left side reach over and place the book on the edge of the first chair (which is only three feet away). Then reach out your right hand toward the book, palm up, and say, "Bring me the book."

When the child brings it to you, smile and say, "Thank you." Then go and place the book on the second chair which is farther away, and, after returning to your own chair again, tell him to bring the book to you in the same manner as before.

After the child brings it this time say, "Thank you," as before, then place the book on the third chair, and repeat the procedure.

If at any step, that is, when the book is on either the first, second or third chair, the child seems not to understand, put the chairs closer together or in the case of the first chair, put it very near to the child's hand, until after he has obeyed your command. Then set him farther away, a little distance at a time, between commands, until he finally understands and obeys your command when the book is placed at any distance.

When the child brings you the book from the chair farthest away, say, "Good"; then pause a few seconds and place the book in the child's hands, saying, "Take it to the chair," and immediately point to the one nearest you with your right hand, bow your head slightly and make your movements show that you



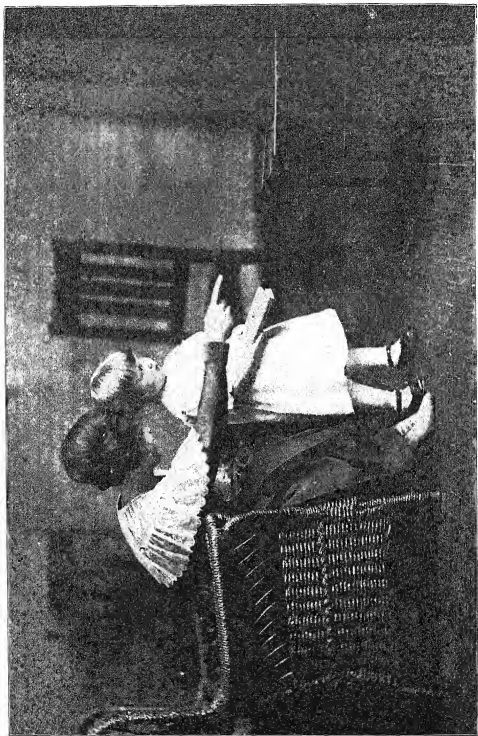


ILLUSTRATION A

want the book placed on the chair. [See Illustration A.]

If he does not understand at first, draw the chair closer to his hands, pointing to the spot where you want the book placed. Keep his attention on the spot until he makes the slightest move toward it. Then say, "That's it, place it there." When he has done so, take up the book, push the chair a few inches farther away, give the book to the child, and say, "Now, take it to the chair."

After he takes it to the chair three feet away, give him the book again and say, "Take it to that chair," at the same time pointing to the second one. After he does this, say, "Take it to that chair," and point to the third one. Then give him the book to play with and so end the lesson.

COMMENTS

It would be a good plan just after you place the chairs properly to rehearse the procedure in your own mind before the child is brought into the room, so that when he comes in, you will know definitely and precisely what to do. This will make the lesson more successful because a firm attitude, suggesting that you know your business perfectly and know exactly what you want done, always works better than a pausing or hesitating attitude.

EXAMPLE 1

Mrs. Davis had been a school girl who seldom knew her assignments exactly. Her lessons were never thoroughly learned. She was content to know

only a little about what she was supposed to master. One reading of her lessons gave her information enough to barely "carry" her work.

When she began to teach obedience to her year-and-a-half-old son, Everard, she read the lessons hurriedly, thought she knew them well enough, and blundered hopelessly through them.

From the moment she brought Everard into the room where the lesson was given, she began to give him commands. The following is a typical lesson as she gave it, with the book on obedience near at hand:

"Don't look at that dog, look at me."

"Now, don't move."

"Stand still."

"Let me see, what are you to do first?" she said to herself in a low tone. She got the book from a nearby table and read. "Oh, yes."

Here she made changes in position of chair and object.

"Now, let's see," she said under her breath while she paused to think. "Don't reach for the book now." Her attention being called back to the child, she forgot the lesson and consulted the book again.

"Oh, I see, now we're ready to begin," she said to the child.

And so it went through the lesson. Is it any wonder that Everard learned nothing from his lessons, broken up by repeated "Don'ts" and poor preparation on his mother's part?

COMMENTS

The mother must master the lesson before she at-

tempts to give it. She may review it mentally as often as she likes before she takes it up with the child. When she is absolutely sure that she knows the lesson exactly she is ready to begin to give it, but not until then.

By using the word, "Take," or, "Place," when you want an object placed elsewhere than in your hand, the child can easily distinguish the "A"-sound from the "I"-sound in "Give" or "Bring," which signifies that you wish the object brought to your own hands.

Whenever the instructions say, "Pause a few seconds," the word, few, means as many as you find necessary before the child is ready for another and a somewhat different kind of a command. You should wait at least five seconds to let the child "think over" the command which he has just obeyed. As soon as the child looks into your eyes and seems to wonder what you are going to do next, then it is time to give the next command.

In case the child has a habit of tearing up things, and would probably ruin the book if it were left alone in his hands, use some other object for this lesson, because merely to give one command not to tear the book would do no good if the child has the habit of destructiveness.

Be sure to remember this important point: while you are teaching a child the first lessons in correct obedience, do not give any commands either in the lesson or outside except those which the child will be sure to obey willingly. If you do not heed this point you will fail. Some mothers have violated this rule, with

**Do Not Provoke
Disobedience**

the result that it almost entirely counteracted the good effect of the lesson. It is too tempting for some mothers to say, "Don't," to every little act. So in training your child, take a hint from this. Bear in mind the difficulty and shield yourself against the temptation. Never oppose a child in a lesson at all. Appear to be pleased with your child's action unless it is in regard to the identical point of the lesson you are trying to teach. Always remember that *a command which is not obeyed is worse than no command.*

The lesson, if carried out as described above, will be interesting to the child; that is, the child will glory in his own progress and in going from one chair, which is near him, to another one farther away, he will get the spirit of the lesson, too.

You need not stop by testing him merely with the three chairs suggested in the lesson, but you can, at your leisure, test him on future days by placing chairs in any part of the room you choose. After giving this lesson you can lead him to obey both commands, "Bring" and "Take," alternately. Always say something when the child hands an object to you—either, "Thank you," or, "That's it," or the like.

When first testing the child in another room, place the object rather near the door, then farther away the next time, etc. Use other objects besides a book, say a coat or hat.

The child will just as readily bring a coat to you from a chair as he will a book, and he will just as readily put a coat over a low hook as on a chair.

So when you have tested him out in this way and he obeys you, there is nothing else to do at the present so far as teaching obedience is concerned. But you should have him practice similar lessons daily.

Drill the child thoroughly in obedience yourself and use a great deal of caution about putting him into the hands of some one else who might use wrong methods in managing him. Even after a child has been taught obedience correctly, if you were to put him into the hands of some one who knew very little about child training, he would be spoiled and become disobedient in a very short time.

Mothers often trust too much to the intelligence and care of nurses in the training of their children.

Nurses If it were possible that the house and its furnishings could be radically changed by the method which the maid uses in cleaning and dusting; if rooms would become enlarged, reduced in size or entirely disappear if she overdid or neglected her duty, the mistress would keep a very close supervision over the work and rely upon no other than a trustworthy maid. The mind of her child really undergoes great changes. Traits of character are strengthened, weakened or lost entirely by the maid's methods of treatment, and yet the average mother gives little heed to how her child is developing under the nurse's care. Often the mother makes no effort to find out the nurse's knowledge even along lines of health and culture.

EXAMPLE 2

Mrs. Cary, wife of Rev. J. B. Cary of Japan, employed a new nurse girl, O-Hana-San, for her three-year-old son, Robert. O-Hana-San loved the white baby dearly, but one day, soon after she went to the Cary home, Mrs. Cary spent the afternoon in making calls and left O-Hana-San with Robert.

The girl wanted to show the beautiful child to her friends and never dreamed that he could not endure what her own baby brother was accustomed to daily. So she carried Robert on her back a long way in the depth of winter without a single wrap of any kind around him, his little bare head exposed to the cutting wind. Robert never recovered from the severe exposure. He lived only a few days thereafter. His mother was little more grieved than O-Hana-San herself, the result of whose ignorance was definitely registered.

COMMENTS

This striking but true story of a nurse's ignorance of laws of health is often paralleled by a similar ignorance of laws of mental and moral health and growth. The thing for you to do, therefore, is to teach the child obedience correctly yourself and to see personally that the habit is fixed by repetition of the method by which you taught him in the first place. This will be easy to do. Anyone who can apply certain principles with success in the lessons will find it very easy to continue to apply those principles in the ordinary day's experiences.

In case it becomes necessary to entrust your child to a caretaker, be sure to instruct her how to continue your method of managing your child. Show your text-book, illustrate the plan and system and have the caretaker with you long enough to absorb your spirit and adopt your attitude.

If a small child, after being given the lessons in obedience, whether it be a week or month or even a year afterwards, becomes the least bit lax about obeying any command, go back to the lessons by which he was first taught obedience. Repeat the modifying process: that is, begin with the simplest possible command which the child will be sure to obey and continue until the child will readily obey any command. While it would be very unwise to suggest to the child that he is getting lax in obedience, yet in going back to the lessons the child at once gets the spirit of them and realizes that the quicker he passes through the routine of obeying the simple commands, the sooner the lesson will end.

It is a universal trait in all children to be on the lookout for loopholes and exceptions in their discipline—and they are exceedingly quick to take advantage of them—but they are quick to recognize an unalterable situation.

A child brought up to go to bed at an early hour after his evening meal will do so ordinarily with no question; but allow him one exception, when on a warm summer evening he is permitted to play with the neighbors' children on the street, or when callers prevent his mother from putting him to bed, and the

result will invariably be a rebellious pleading to repeat the experience.

If you have once taught obedience correctly and he becomes the least bit lax, you may be sure that the lapse has developed because of some one's mismanagement—perhaps not your unwise treatment but that of some one else in his environment. Attend to this first. If you think there is the least possibility of your having made any mistake yourself, read over some of the lessons again, together with the explanations, and see if there is any point you have overlooked, because a child wisely handled will obey perfectly.

FROM THREE TO SIX YEARS

Follow orders; plow and sow, but do not ask why. One alone knows why, and that one loves thee; let it suffice.

—Charlotte Wagner.

The average "untrained" child is neither wholly obedient nor wholly disobedient. Certain commands will nearly always be obeyed, while certain others will nearly always be disobeyed.

By an "untrained" child is meant one who has not been trained properly, because all children are trained in one way or another.

Therefore, when we deal with a child of from three to six years of age, it is not like working with one who has not had any training. If a child needs the following lessons, it is because he has had the wrong kind of training. In other words, he has begun to

show a dawning independence and has come to believe that all commands do not need to be carried out to the letter.

Therefore a child must be taught obedience as a habit. He must change his notion that one kind of command must be obeyed and another need not be. He must realize that general obedience is what is expected of him and gradually he must be drilled into the habit of obeying all commands.

Now, of course, you must use judgment as to the kind of commands to be given the child, because to obey frequent commands without any reason is a virtue that the child will never need when grown. We usually first understand a duty and then act, perhaps not always willingly but always for some reason.

Some authors say that habitual obedience and decision of character do not go well together, but that is an error. The two may co-

Obedience and
Character

exist perfectly. Decision of character cannot be developed with habitual obedience to unreasonable commands. If you were to command your child about every little detail, he would lose a sense of responsibility and would be valueless as a citizen: he would simply follow where others lead. But a child may be obedient and yet be given plenty of opportunity for choice. In fact, you should see that your child gets exercise in making judgments on unimportant matters and reserve your commands very largely for subjects that are more important. For example, in affairs pertaining to the child's physical health, if you know

what is best for the child, present no alternative, but simply tell him what he is to do. On the other hand, in those cases where it will not make any difference which way your child decides, let him choose for himself.

For instance, if you are taking a walk with your child, you might indicate the advantages and disadvantages of choosing different routes; let him decide which way to go, then act upon his preference. If you are not willing in the first place to abide by his decision, do not discuss the advantages or disadvantages at all, but simply announce which way you intend to go. It is much easier and better, all things considered, for your child to heed your wish than to require him to take the course desired by you, against his own will, and after he has decided against your best judgment.

Often we have been asked if government by authority and government by affection are not antagonistic.

**Authority and
Affection**

No, they are not antagonistic; they rather go hand in hand. In fact, you can establish the very best kind of authority in connection with great liberality toward the child. Speaking generally, children are not treated liberally enough. That is, they are not allowed to enjoy the fulfillment of their harmless wishes. The more you let a child enjoy his childish fancies and impulses when no danger or harm is involved, the better. Whenever your child asks if he may do a certain thing, the only question in your mind should be, "Will it harm the child in any way?" If not, then say, "Yes, you may."

Some parents in their effort to hasten that "grown-up" behavior in their children or to "put an old head on young shoulders," as the saying is, refuse to allow them to do things which to the parents seem foolish. A recent cartoon illustrates the point perfectly. An enfeebled grandmother, witnessing her little grandson slide down the banister, said, "Why, Tommy, I wouldn't slide down the banister." Tommy replied, "I know you wouldn't, grandma."

Disregard the slight humor which the writer of this dialogue intended and consider the truth presented in it. Many a boy five or six years old apparently considers his mother's or grandmother's age more judiciously than his mother or grandmother appreciates his immaturity.

Just because an act would not seem becoming to an older person, there is no reason to believe it would not be suitable for a child. Of course if he were scratching the varnish off of the furniture or in great danger of falling off the steps, it would be the correct thing to prohibit such action; but the point is, do not keep the child from certain types of acts just because you would not do them.

A parent who continually gives commands that are unnecessary, sooner or later has trouble in getting the child to obey. The child must not be made to feel that obedience works too much against his own interest. There are many cases of children who have turned out badly when absent from home because they were under too much restraint at home—they were not given enough freedom or practice in self-

government. But although we must avoid multiplying unnecessary commands, it is very essential that your child be taught to obey all commands which you do give him.

LESSON 1

AIM

To teach obedience to a child between three and six years of age.

PREPARATION

Place two straight chairs facing the walls next to the corner of a room. On the chair which has a wall next to its right side, place a small white saucer containing two pieces of candy. Fudge or gum drops would be suitable, or if neither of these are convenient, use any kind of food that you know the child will like. Place another straight chair in the center of the room and still another just inside of another room, so it can be seen through the open door.

DEFINITE INSTRUCTIONS

Go to the child smiling. Say, "I have something for you in the other room." Take hold of his hand and start into the room. Go at once to the two chairs and have the child walk in such a manner that he does not have an opportunity to reach the saucer on the way in. Turn the child around, immediately facing you. Grasp both of his arms near the shoul-

ders; assume by your actions that it is very essential that he stand at a certain place. Have him step back a few inches as you say, "Stand right there." [See Illustration A.]

Pause about five seconds. If the child starts to reach for the saucer during this pause, say, "Don't touch it yet." Quickly take hold of the child's shoulders again and place him exactly where he was before, saying, "Stand right there."

As soon as the child no longer attempts to reach for the saucer, while you can count five seconds, then reach over, pick up the saucer, take a piece of candy out with your right hand, and give the saucer to the child with your left hand, saying, "You hold this saucer. Take it in both hands." Wait until the child does this; then put your left hand on the child's back, draw him a little closer to you, and with your right hand put the piece of candy up to his mouth. Do it in this manner: first look at the candy very closely, then very slowly put it to the child's lips, saying, "Bite this little corner—that's it." [See Illustration B.]

Next put the candy in the saucer, reach out your hands, palms up, saying, "Give me the saucer." After the child gives you the saucer, say, "Now you take it and set it on the chair." Hand it to the child and point to some spot near the corner of the chair next to you. Say, "Now you give me some candy—take it out of the saucer and give me a taste." Put your own face down close to the saucer and point to your mouth. In case the child does not seem to understand what you mean, take the candy

out of the saucer, put it into the child's hand and start it toward your mouth. Just take a very little bite, scarcely opening your teeth at all.

Then have the child put the candy into your hand, saying, "Now, give it to me." Immediately put some candy up to the child's mouth again. After he bites off one corner, point to another corner with the finger of your left hand and let the child bite that off. Repeat this two or three times.

Put the candy back in the saucer. Pick up the saucer, hand it to the child, saying, "Now take this saucer and put it on that chair over there." Point to the chair in the center of the room.

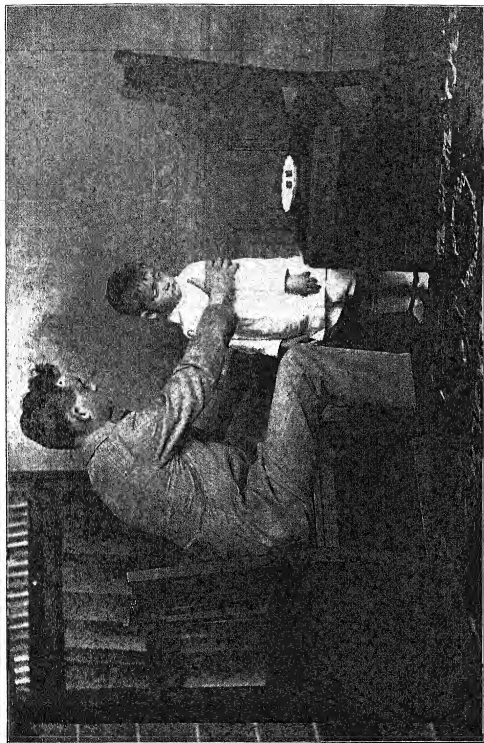
Go over to the chair where the child is at once. Pick up the dish, sit down on the chair, take the candy out of the saucer and give the saucer to the child, saying, "Now you may take this saucer out and put it on that chair in the other room, then come back to me." Point to the chair visible through the open door.

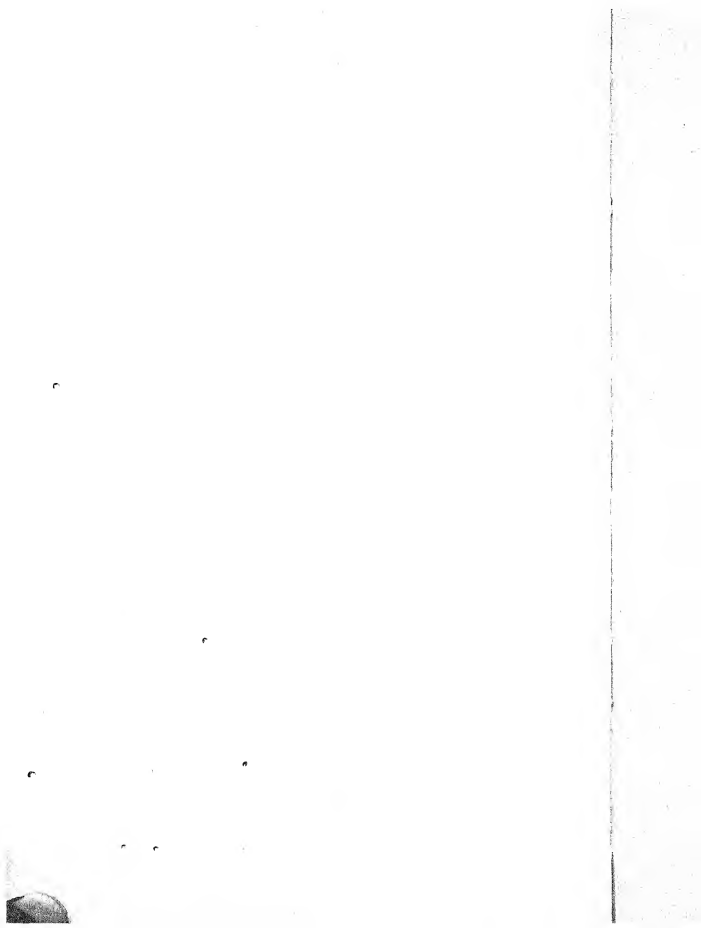
Remain sitting on this chair, holding the candy until the child returns, then put your left hand on the child's back and give him a bite of candy with your right hand. After doing this, hand the rest to the child, saying, "You may have the rest." Let this end the lesson.

COMMENTS

The idea in this lesson is to lay a basis for the habit of listening to and obeying your commands. The right sort of obedience cannot, of course, be taught in a single lesson, but Lesson 1 is so devised

ILLUSTRATION A •





that even a spoiled child can be started on the right road to obedience.

It is next to impossible to give such important lessons as we are presenting in the presence of a spectator. Mothers should insist that they be alone with the child and uninterrupted. There are several reasons for this. (1) The child is often distracted by the watchful eye of an onlooker at a critical moment in the lesson. (2) A third person may heedlessly interfere and not only interrupt but largely spoil the situation for future lessons. (3) The mother cannot concentrate her mind on the particulars of the "instructions" with critical eyes watching her.

Do not joke with the child for at least five minutes before giving these lessons and see that no one else does. The child who takes commands as a joke is the hardest kind to deal with, so do not let him get into a frivolous mood. Often the presence of another person in the room may so embarrass a child that he will continually laugh to keep from showing his embarrassment.

In case the child should take too big a bite of candy or even take the piece out of the dish and put it into his mouth, do not scold him. That action indicates that you have failed to do your part. That is to say, it is your business to manage the child in this lesson so that he must do just as you want him to do. For example, when putting the candy to the child's mouth you can be sure that he will take a big bite if you allow him to; but he will not if you put the candy to his mouth slowly. Especially when it is

almost to the child's lips move it very slowly, which will suggest that he is to take a small bite. Then when the child is near the saucer watch him closely so as to be ready to catch his arm should he make an attempt to get the candy.

Watch your child closely. This is always important. Study his every move. When the child shows that he wants more candy, do not try his patience too long, but reward him for waiting. When he looks down at the candy and then up to you is an excellent time to reward him.

Practice daily on having him obey as in the lesson just given. Do not become satisfied with obedience regarding only one particular case. With that as a basis obtain obedience in other situations.

You would entirely violate its principles if in giving this lesson you should state it to the child like

**An Unwise
Threat**

this: "If you do not do thus and so I will give you no candy." The child in that case would obey for the sake of the candy and for nothing else. The suggestion in the child's mind would be that if it were not for the candy he would not be obliged to obey. This would be especially unfortunate. Do not let your child get this idea at all.

Do not allow the child to see or eat any candy before time for the lesson. The child must be hungry enough to want what is in the saucer for two reasons: one is that the candy must be so attractive that the child will naturally want to take it up; the other reason is that it must seem to be a good reward for not taking it up until told to do so. While the



ILLUSTRATION B.



thought of candy in the child's mind causes him to obey, yet the lesson is planned in such a way that you are not buying obedience.

The correct way, as described in Lesson 1, is to apply the principle of expectancy. Let the child have "candy" in his mind if he cares to, but when it comes to asking him to do something, ask as though you expect to be obeyed at once, candy or no candy.

Do not let the emphasis in your conversation be upon obedience, however. The child must not know that he is being given a lesson in obedience, so be sure that no one else in the child's hearing speaks of the lesson as such, either beforehand or afterward.

Because of the way in which the chairs are arranged, the child will not be likely to try to run away during the lesson. It is very often the sight of a place to which he might run which suggests to the child such an idea. A child standing with his face next to a wall has no thought of running through it.

In case, however, the child for any reason does want to get away, whatever else you do, do not say, "Don't go away," because this always makes a child have a greater desire to leave you. Take hold of the child's shoulders, place him just where you want him and say, "Stand right there." To anticipate a

**Suggesting
Disobedience**

possible inclination of the child to run away, and to accompany that anticipation with a command to refrain from doing something which, as yet, the child has had no inclination to do, frequently serves as the strongest kind of suggestion toward the prohibited

act. How Mrs. Blair erred in this respect is stated below.

EXAMPLE 1

Little Annamary Blair had just started to the kindergarten, where she learned many pleasing little selections of poetry and song. Her mother liked especially to have her say the following little verse:

"Hello, robin-red-breast, hello!
I wish that wherever you go
I could go there with you,
For it seems that we two
Belong to each other, you know."

Annamary knew a "wobin-wed-breast" by sight and seemed to see the bird as she talked.

When Mrs. Harley called, Mrs. Blair summoned Annamary and asked her to "say the robin-red-breast story."

The child took a step toward the door, evidently to see if a robin might be near.

Mrs. Blair said, "Don't go away."

Annamary hadn't thought of doing such a thing, but only of getting into a position where she could see the yard. Mrs. Blair put the thought of going into her mind, so the child laughed and started for the door.

"Wait, Annamary, stop and say your 'piece,'" said her mother as she threw her arm around her child.

Laughingly Annamary broke loose from her mother's control and ran out into the yard.

"She never did that before," said Mrs. Blair. "I

wonder what ever put it into her head to act like that."

Mrs. Harley only smiled, while she thought to herself, "Why, she did it because you suggested it to her."

COMMENTS

When you first lead the child into the room, by taking hold of his shoulders firmly and placing him at a given spot, you establish the **Firmness** idea of strictness, which will be a help to you throughout the lesson. Appear to know exactly what you want to do. This idea of exactness in the mind of the person who commands always favors obedience on the part of the child. Absence of such clearness and definiteness in stating the command and in holding both one's self and the child to it leads to much vacillation and hence to failure, as in the case of Mrs. Reader in example below.

EXAMPLE 2

Mrs. Reader looked out of the window and saw five-year-old Bert playing in the snow, handling it with woolen mittens on.

Bert had a pair of leather mittens lined with wool, which could scarcely be made wet in the inside by handling snow. His mother wished to have him put these on, since he was just recovering from a cold. She went to the door and said,

"Bert, come here."

"What do you want, mama?" he asked as he stood, hat in hand, just inside the door.

"Put on these leather mittens to handle snow."

"I don't like them. They are so stiff. Why do you want me to put them on?"

"They'll keep your hands dry. Your woolen mittens will be wet through."

"Why, my mittens are dry in the inside; see?" and he displayed a dry, warm little hand.

Mrs. Reader thought a moment and decided that he ought to change.

"But they soon will be wet through; here, put these on."

"They're so stiff. Let me keep these on and if they begin to feel wet I'll come in and get those; honest, I will; can't I, mama?"

"Well, all right, then, but be sure now to change if those get wet."

"I will, mama."

An older sister of Bert heard the above conversation and said as soon as he was out of hearing:

"Now, mama, you shouldn't do that way. Why didn't you make him change the mittens or not ask him to do so? No wonder his kindergarten teacher complains that he argues with her to get his own way. We just let him talk us into anything at home."

COMMENTS

The sister's comment recalled to Mrs. Reader that she had lacked firmness in her manner of treating the case. Her hesitation to take a firm stand had been shrewdly noted by Bert, and so he disobeyed her command to change mittens. No new factor had en-

tered into the case. She simply unwisely let him coax her into a postponement of duty, because she was not firm enough in her demands.

Had she been near to him and first asked such questions as: "Does the snow pack well? What are you making?" etc., so that his mind would be fixed upon the delights of his play and his mother's joy in his pleasure; and then had said slowly and deliberately, "Leave your woolen gloves near the register and put on leather gloves; you may play a while longer," he would doubtless have obeyed without question.

If he nevertheless had said that he did not like the thick mittens, Mrs. Reader might well have said cheerfully, "Of course if you do not care to play longer in the snow, you may stay in, but if you do go out again you must wear the thick mittens."

After giving Lesson 1 to your child, be careful to avoid arbitrary commands which might hinder your progress in gaining perfect obedience. The following case shows a mistake made by Mr. Gerard.

EXAMPLE 3

The Gerard family was musically inclined. Mr. Gerard played the 'cello, Mrs. Gerard the viola, Wayne, aged twelve, the violin, Lois, aged nine, the piano, and David, aged six, was trying to learn to play the piccolo under his father's instruction. David had difficulty in covering completely the holes on his instrument with his little fingers.

One day at lesson time the following dialogue occurred: "Don't set your fingers up on end over the

holes, David. Lay them down over the holes."

"I can cover them better if I put my fingers like this" (setting them up on end).

"You are mistaken, David. The proper way is to lay the fingers down over the holes."

"That may be all right for you, but I can cover them better this way." (Setting them up on end again.)

"David, don't you believe what I say?"

"If you say that about my fingers, you're wrong."

Mr. Gerard was astonished.

David was usually very respectful. What could he mean by discounting his father's opinion! Jones, a neighbor, played the flute exceedingly well.

Said Mr. Gerard, "Mr. Jones lays his fingers down."

"That may be all right for Mr. Jones, but I can cover the holes best this way."

"Very well, I'll give you no more lessons until you say I'm right."

"All right, I can cover the holes better with my fingers this way." (Setting them up on end.)

So the lesson ended and Mrs. Gerard, hearing the talk from the next room, resolved to try to bring David to see that his father was right.

Hours after she said to the child, "David, don't you think your father is right about how to cover the holes on the piccolo?"

"He thinks he's right, but he's wrong, mother."

"Don't you want to take more lessons?"

"Yes, but I can't say he's right 'cause he's wrong."

The child was sincere. The only way to deal with

him justly was to show him his error.

Mrs. Gerard studied the question thoughtfully, and found the solution. She then said privately to David, "Look at these little mountains on my fingers." She pointed to the little raised places at the front side of the fingers near the end, and continued:

"Have your fingers little bumps like that?"

He looked and said, "Yes, mother."

"Don't you think they'd fit nicely into a hole?"

"Yes."

"Get your piccolo and try it."

"Yes, they fit the holes."

"Do you see now that father was right?"

"Yes."

"Will you tell him so?"

"Yes."

COMMENTS

Mr. Gerald made a mistake by commanding David, "Don't set your fingers up on end over the holes." This command, as stated, at once suggested fault-finding, which invariably has a bad effect upon a child. Since Mr. Gerard's only idea in this instance was to help the child, it would have been more reasonable for him to give the child a logical reason for holding his fingers in the correct position instead of giving a direct command.

If Mr. Gerard wanted to put his suggestion in the form of a command, the better way to have stated it is as follows: "David, the correct way to hold our fingers—the way musicians do—is like this—[show him]—try it."

A word might be added concerning Mrs. Gerard's part. While she finally used a correct method and succeeded in getting the child to try holding his fingers in the correct position, yet, in first approaching David with the subject, she made a mistake by saying, "Don't you think your father is right about how to cover the holes in the piccolo?" David would naturally disagree with her right away. She should have started out by questioning him with regard to something with which he would agree.

Commands should always be made without reference to a child having done a wrong thing in the past, as this causes antagonism and stimulates an attempt at self-defense.

Every time a child is given a command in such a way as to antagonize him, it means a step backward in the process of teaching obedience. Try always to keep on the good side of your child, and especially in first making the attempt to teach obedience correctly be doubly careful to keep the child's good will.

During the next two or three days after you give Lesson 1, give two or three more lessons just like it.

**Modifying the
Lesson**

You can use different kinds of eatables and otherwise vary the conditions so that the procedure will not seem artificial to the child, but perfectly natural. The plan is to drill the child into the habit of doing everything you require. Be careful at first about giving commands outside of the lesson which the child might not obey. Remember it is always better not to give a command at all than to give it and have it disobeyed. During the first few days that you are

trying to teach obedience, give many easy commands which the child will like to carry out.

It is even an excellent idea, if you know beforehand what a child wants to do, to command him to do that very thing. It is always well to have the following thought in mind: *Each command that is disobeyed means a step backward; each command that is obeyed means a step forward.*

In the latter part of Lesson 1, it is proposed that the child be told to go to the chair in the center of the room and finally to the chair just inside the other room. The reason for this is a very practical one. The child must be taught to do things which require exertion as well as to obey minor commands which do not demand effort. So, after having him do anything you indicate in regard to the saucer and candy while standing at the chair, the lesson requires the child to take these articles over to another chair. This he will do for two reasons: first, he will be in possession of the candy while he is walking and is curious to know what will happen after he goes over to the chair; secondly, you have so gained his confidence that he has started to do everything you say; it is now perfectly natural for him to keep on following your directions.

The last command is to take the empty saucer into the other room and to come back to you. This he will also do for two reasons: in the first place, you hold the candy in your own hands and he will not have possession of it until after the saucer is taken away; in the second place the experience of walking with the saucer from the chairs in the corner of the room to

the one in the center was not unpleasant but rather pleasant.

It is always understood, even though it is not always stated, that the attitude of expectancy implied in the way you give your commands is an important cause for the child's obedience. When telling him to take the saucer to a certain place, do not say, "Won't you—?" or "Will you—?" or "Would you like to—?" or "I wish"—but in a low, confident tone, with the child only a foot distant from you, tell him just what you want done, in the fewest and simplest words. You need not even say, "I want you to do so and so," but simply say, "Do so and so."

The *practice* of doing things at your suggestion is an important point in this lesson. The fundamental idea of all these lessons, of course, is to get the child's confidence, but, after winning this, you must drill the child—give him practice in carrying out your suggestions, beginning with the smallest and most insignificant commands and gradually working up to more difficult ones so that there will seem to be no essential difference between the kind of commands you give in your definite lessons and those of your regular routine.

EXAMPLE 4

Mr. Bently was a commuter, living forty minutes' ride from his office. Arriving home tired and finding his usual seat by the fireplace, he was loathe to leave it unless compelled to do so.

His five-year-old son, Harry, had for two years regularly brought in the evening paper and handed

it to his father as soon as it was thrown upon the porch by the newsboy. Mr. Bently really appreciated this and often said so. He gave the child a rare smile and a hearty, "Thank you, my boy," as he received the paper, but he paid little more heed to Harry during the rest of the evening. Harry would have just as happily brought other things to his father and then little by little learned to obey any command of either parent. But they did not cultivate obedience, so that the bringing of the paper, while right in itself, was not made a stepping-stone to establishing general obedience as it should have been.

Miss Strawick, a teacher and a friend of the family, came to spend the week-end at the Bently home. She was a keen observer and knew Mrs. Bently well enough to dare to make suggestions to her.

Mrs. Bently said to her, "Harry doesn't seem to want to mind me."

"Have you ever noticed how nicely he brings his father the paper each evening?"

"Oh, yes; he enjoys that."

"Now, why do you suppose he enjoys it?" asked Miss Strawick. "I think you'll have a valuable bit of truth when you've thought that out."

Mrs. Bently studied the case and decided it was his father's manner towards Harry largely that caused him to get the paper gladly for him.

She conferred with Mr. Bently and they decided to take advantage of the good mood Harry was always in at evening time. After the father showed approval of his boy's kindness he had him do other things at his request and Mrs. Bently in the father's presence

likewise gave easy commands which were always followed by approval.

In the days that followed she cultivated a more intimate understanding between herself and the child. She granted his requests to go out and play, tell him a story, etc., by saying something like this:

"You are always so kind to me I want to do something for you."

The next time Miss Strawick visited them she found Harry to be not only an obedient but a happy child.

Mrs. Bently said to her, "Here, I had a daily example in my home of how to make a child mind and yet I never studied it out until you asked me to do so."

Miss Strawick replied, "You're not the only one who sees without comprehending. That's a trait common to us all."

In giving lessons on obedience, use a room in which all the furnishings are familiar to the child. If this is impossible exhaust the attractive features by taking time to allow the child to study them before the lesson begins. If a counter-attraction appears unannounced upon the scene do not go on with the lesson and thus court disobedience. Simply drop it until normal conditions are restored.

Counter
Attractions

EXAMPLE 5

Mrs. Crowell was making a dress for her five-year-old daughter, Dorothy. Usually Dorothy was an obedient little girl, but today she found it hard to come from her play with the children in another flat

of the same building, who shared the back yard with her.

The new dress was on and being fitted when the sound of a hand-organ floated down the alley.

"Mama, mama. I want to see the monkey. Let me see the monkey," begged Dorothy. She had learned from observation that organ-grinders usually have dressed-up monkeys with them. Children from families of every grade of culture enjoy watching these monkeys.

Mrs. Crowell wisely did not try to detain her little daughter longer, but hastily removing the unfitted dress, she arrayed Dorothy again in her play dress, and taking her by the hand went with her to see the monkey.

Dorothy tried very hard to stand just right for her mother after a return to the sewing-room. Mrs. Crowell did not attempt to work against a great counter-attraction.

COMMENTS

Always remember to give your commands both during the lesson and afterward in a low, confident tone of voice. This cannot be emphasized too much. It is also important to have the child near you—that is, directly at your side or in front of you when you tell him what to do.

The farther away a child is from you the less control over him you will have. Most refusals to obey the particular commands are made when children are distant from their parents a few feet. There is a feeling of freedom and independence which a child has when

by himself which he does not have when within arm's reach of his parent. When the child is close enough to look squarely into your eyes, the suggestion of confidence, and also of your superior power, will influence him and have a tendency to make him obey. So it would not be a mistake for you always to have your child come up to you before you announce what you want him to do. Then, after he comes, you will have his entire attention, in which case the chances will be much in favor of his obeying you.

It is the failure to observe the two points suggested in the above paragraphs which causes so many children to disobey. When a boy is told

**Refusing
to Obey**

to get a few sticks of wood while he is doing something else, or even when he does not appear to be especially busy, if he is some distance from his mother, he may be in a "put-it-off" mood, postpone it and so delay it, which of course amounts to disobedience. He may give some mumbled excuse, or, if his digestion is bad, he may say, "I don't want to," or refuse in some even more unpleasant way.

The first logical thing to do when a child refuses to obey is to find the cause or causes of his refusal. Take up the matter immediately with the child himself. Either have the child come to you or you go to him. Sit down in a chair and put one arm around the child's shoulders. Do not ask him why he did not obey. This would suggest scolding. But ask the child if he is not feeling well, or if he is afraid to go where you asked him to go.

If he replies that nothing is the matter, pause just

a second, look him squarely in the eye, and with his face near yours, say in a low voice, slowly but firmly, "You may go, then, and get two sticks of wood." Wait as if you expected the child to go at once, give him a little time to think about it—that is, do not say anything in case he does not go at once. Often a child will wait a few seconds, to test you out, to see if you "mean business." So do not try to rush him too much. To hurry might antagonize him, but to show him you firmly expect him to go will very likely cause him to go. In case the child does not heed you within a minute or two after you give the order, arise from your chair, get the child's attention by mentioning his name, have a firm but not angry look on your face, and say: "You need not go now." Leave the room without saying any more. In an hour, or any time later that is convenient, give the child a lesson on obedience similar to Lesson 2. Do not appear to be disheartened because of the child's former refusal. Instead, you should be in a good humor so that your child will respond accordingly, because it is cheerful and willing obedience that you want to secure.

The method of going immediately to the child who has refused to obey some command, asking him if he is not feeling well, etc., implying that you think there must be something radically wrong with him or else he would have obeyed, would be unwise if he were to refuse very often.

If he does the chore, as probably will be the case if you do as directed, let your satisfaction be known to him. Do some little thing for the child to make

him feel truly happy. Do not moralize or discuss obedience, even by way of encouragement. Your doing something for the child afterwards will have ten times more effect than anything you could say. Then after you have done some favor for him, and he is in a good humor, give him some easy tasks so that he may express his feelings in action. You will in this way have made a good impression; consequently the child will be less likely to refuse the next time you give a difficult command.

This is a good way to strengthen your child's habit of obedience, especially at the beginning of your teaching. Whenever you command your child to do a piece of work that is harder than usual, commend him or arrange to render him some little favor immediately after his task is completed.

EXAMPLE 6

Mrs. Powers had many rare house-plants which she cared for herself.

**Co-operating
with the Child**

When Mrs. Parmele was visiting her she said,

"Your plants are so rare and yet so healthy. What is the secret of their vigor, I wonder?"

"Bobbie and I take good care of them," said Mrs. Powers.

"Bobbie! What can he do?"

"I'll show you what he can do." Turning to her four-year-old son, she said, "Let's water the plants, Bobbie."

"A' wight," said Bobbie happily, "tum on."

"You carry the dipper and I'll bring the bucket," said Mrs. Powers, as they started from the kitchen to the living-room.

She paused before the flowers; Bobbie pointed to one of the pots, saying,

"Iss one."

"Very well, we'll take that one first," said his mother.

"Iss one," said the boy, pointing to the next one with a smile.

Mrs. Powers watered them as he pointed them out.

"Oh, we've skipped one," she finally said.

When all had been watered she said to Bobbie, "Now we'll carry out the bucket and dipper."

After they returned to the living-room and Bobbie had gone out in the yard to play, Mrs. Parmele said, "Why do your children all enjoy working, I wonder?"

"I'll tell you the secret of it. Did you notice how I talked to Bobbie?"

"I noted nothing peculiar about it."

"Well, I find my children enjoy working in partnership with me, so I say 'we' often when I want them to do a thing."

"Is that all?"

"That seems a small thing, but it is important. They take it as a compliment to be able to work with me. Their coveted reward is the expression of the fact that they are helping me in my work. If I can't share in the work itself I can at least say, 'I'm glad to have you do that.' Any such expression is a reward to a child."

If a father or mother thoughtlessly gives a com-

mand and fails to throw into it the necessary expectancy, there can be no sort of excuse for the punishment that so often follows. Perhaps father is deeply absorbed in the evening paper and casually remarks, almost in a whisper, to his son, "Remember the mail when you come from the bakery." His whole attitude might be that of a dreamer. The boy is scarcely awakened from his attention to his plans for play and actually forgets to do the second errand. A severe punishment follows.

**Careless
Commands**

The boy has a lesson in disobedience enforced by his own father.

Instead of this, wide-awake attention when making the command, coupled with an insistence which impresses the child, is the only fair method in assigning a duty. Save the child from becoming a victim of his own weakness, by either giving strong commands, uttered at an appropriate time, or omitting them altogether if too much occupied to manage the child properly.

In order to gain the full value from this lesson, the mother must have a complete understanding of the spirit in which she must always approach her child when giving instructions; only so can she hope to be successful in the method outlined above.

A mother must first of all understand her child. It is of primary importance that she should see the situation from his standpoint.

If she is willing to attempt to teach this lesson only on the ground that she will hereafter be the child's master, she may never hope to develop in her son or

daughter that sense of responsibility (the goal of all training) which will enable him to confront any situation in life with perfect confidence in his ability to meet it.

Decision in the parent's mind, assurance that his word will be carried out, should be back of every command. Avoid, if possible, even the chances of letting a child refuse. One of the greatest mistakes in the training of a child is

Nagging made by a mother who is constantly nagging at her son or daughter, when, in reality, she has no idea her words will be heeded. In fact, she intimates this very thing by the indecisive tone of her voice and by the words of her implied command, in actuality no command at all, but rather a useless complaint.

EXAMPLE 7

Mother Thompson was baking cookies. Millie knew this by the delicious, spicy odor that floated out to the back-yard where she was wheeling her doll, Mary Ann, up and down the back walk. Her busy little brain weighed the pros and cons of asking for cookies or trying to get them unobserved.

"I don't want mama to talk," she mused. "I'll wait till she goes out of the kitchen."

But as she neared the back door the delicious odor conquered her. Stopping her buggy and giving it a few shakes to keep Mary Ann dozing, she approached the back door.

Luckily her mother was intently peeping into the oven with her back to the door. The table on which

steamed the hot cookies was almost within reach. Millie tiptoed to the table and had just secured two when her mother said complainingly, "Oh, of course you'll have to eat a lot of cookies, won't you?"

Later Millie wheeled Mary Ann in at the front door and left her buggy in the front hall.

When the bell rang fifteen minutes later, Mrs. Thompson almost fell over the doll carriage.

Having dispatched her business with the caller, she saw the overturned baby buggy as she came back through the hall and said, "Of course you couldn't put your doll where it belongs, could you, Millie?" in a sarcastic tone of voice.

Later she said, "Here's your hat on a chair, Millie. I suppose I'll have to put it away myself."

That afternoon Millie was playing with Esther Pratt, in the adjoining yard, when Esther said,

"It's hot out here. Let's go in and see mama. I like to hear my mama talk."

"I don't like to hear my mama talk," said Millie.

Mrs. Thompson, who overheard this conversation from her back porch, was shocked and deeply hurt.

"Millie doesn't like to hear me talk! What does she mean?"

She reflected on her usual method of talking to the child.

When she heard Millie coming into the house later, she opened her lips to say,

"I didn't expect you yet," when she remembered, and her face flushed slightly as she smiled and said cheerfully,

"I hope you had a nice time with Esther."

Millie's eyes widened in astonishment. She put her head on one side and regarded her mother curiously. The *spirit* of her address to the child was so changed.

"Please put away your hat, Millie," kindly said her mother.

"Yes, mama," said Millie as she ran away with it. It was the mother's turn to be surprised, most happily. She understood in that enlightened moment the difference between "Please" and "Of course you won't . . ."

Many times a parent makes a mistake by telling the child that pretty soon or in a few minutes he must do a certain task and expect the child to do it without a further command. This is a poor method of cultivating obedience. If a parent cares to announce beforehand that he wants the child to run a certain errand, let him say, "In a few minutes, I shall want you to come here." Then when you are ready, say, "Come here," not letting the child know what you want until he comes to you.

In carrying out the policy in your regular routine of having the child come to you when you want him to do something, you will need to teach him to heed the command, "Come here." Instructions for teaching this form of obedience may be found in the lessons that follow.

LESSON 2.

AIM

To teach a child to start toward you immediately

when you say, "Come here," and to go to a certain place upon command.

PREPARATION

Place your chair with back to the wall. Place three other straight chairs facing yours—the first chair about four feet away and a little to the right, the second chair about six feet away and straight in front of your chair, and the third chair about eight feet away and a little to the left.

Have lying at the side of your chair an old, soft hat.

DEFINITE INSTRUCTIONS

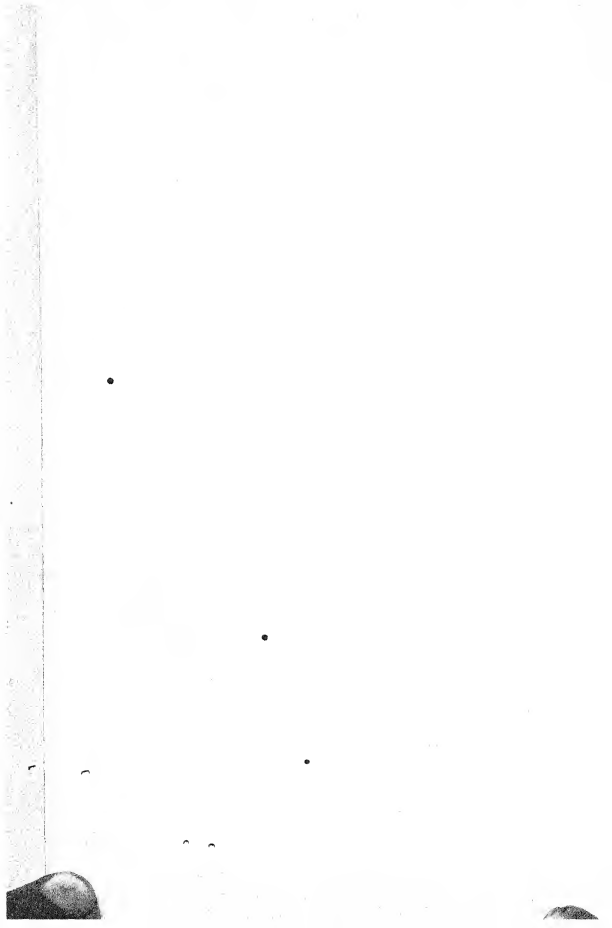
Take the child into the room, holding his left hand in your right. To get the child to give you his hand willingly, go up to him as though you were full of enthusiasm, smile and say, "Let's have some fun." Take hold of his hand and begin swinging it back and forth as you walk rapidly into the room where the chairs have been arranged. The child's curiosity will fill his mind so that he will not think of refusing.

As you approach your chair, first pick up the hat, then have the boy stand in front of the chair which is four feet away from yours. As you stand at his side, place the hat on the side of his head; step in front of him, keeping his attention on yourself, but appear to have *your* attention on the *hat*. (See Illustration A.)

As you sit on the edge of your chair, reach out with your left hand and grasp the boy's left arm near the shoulder. Say, "Come here," and at the



ILLUSTRATION 6



same time pull him toward you, still keeping his attention on yourself while you are looking up at his hat. As he approaches, just before he gets entirely up to you, begin to fix his hat. Take it off his head, then immediately set it down over his ears, then set it farther up on his head, etc.

Next, sit back farther in your chair, say, "Come here," and quickly draw him close to you. Put your hands on his shoulders and turn him around quickly. Let him stand there while you rise and walk over to the first chair, looking at his hat while you do so. Sit down on the edge of the chair, extend both hands about a foot and a half apart, palms up, and say, "Come here." [See Illustration B.]

If he comes at once, fix his hat a little differently, then go back to your chair and repeat the command. After he comes this time, go to the second chair and say, "Come here," and then the third.

If at any time he should fail to come, put your chair closer to him; get him to respond while near you, then gradually increase the distance.

When he will come to you at command from any chair to another one, then teach him to go to different chairs at command. To do this proceed in the following manner:

As you sit on the edge of your chair, turn the boy around with his back toward you, and do something with his coat. If there is a collar, turn it up and down once or twice, jerk his coat from the bottom two or three times, etc., and then say, "Go over to the chair." Extend your right hand, palm up, pointing toward the first chair. If he seems to be slow, help

him to get started more quickly by pushing on his back with your left hand. Push him only a few inches. The idea is simply to get him started quickly at command.

When he reaches the chair say, "Come here," then put his shoulders back and say, "Now go to that chair," at the same time have your hand pointing toward the second chair.

Do the same thing in regard to the third chair and end the lesson by taking the hat, putting it on yourself, and smiling as you leave the room.

COMMENTS

This lesson is adapted to a girl just as well as to a boy. Instead of using a man's hat, use an old jacket, or some old-fashioned lady's hat, in giving the lesson to a girl.

This lesson is so devised that the child's mind is not on the subject of obedience at all. His mind is so filled with curiosity that he obeys your command because he is eager to know what you are going to do next. Every suggestion in the lesson is in favor of his obeying, and as the result of obeying he gets a certain amount of pleasure and satisfaction.

So in case the child is slow to obey at any time in the lesson, it would be unwise to call attention to that fact. Appear to have your entire attention on the way the hat or coat looks, and take for granted that the child will do as you say: if you do as the lesson requires, he will obey.

The idea of not letting the child know during the lesson what you are going to do next is just as it should be; this should also be practiced in the daily

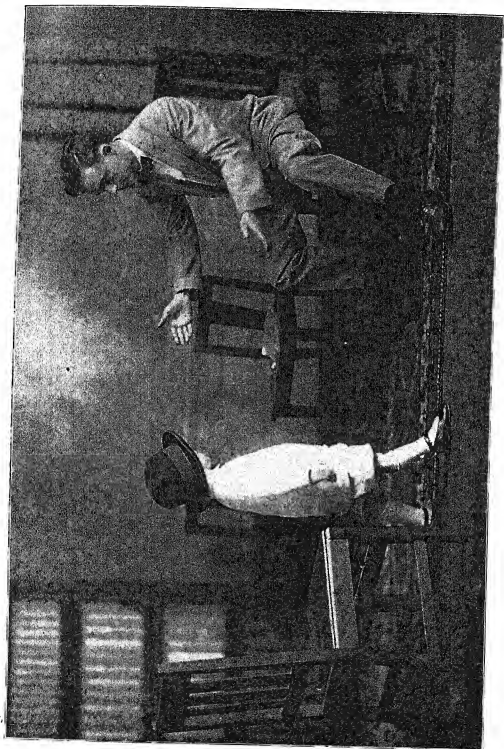
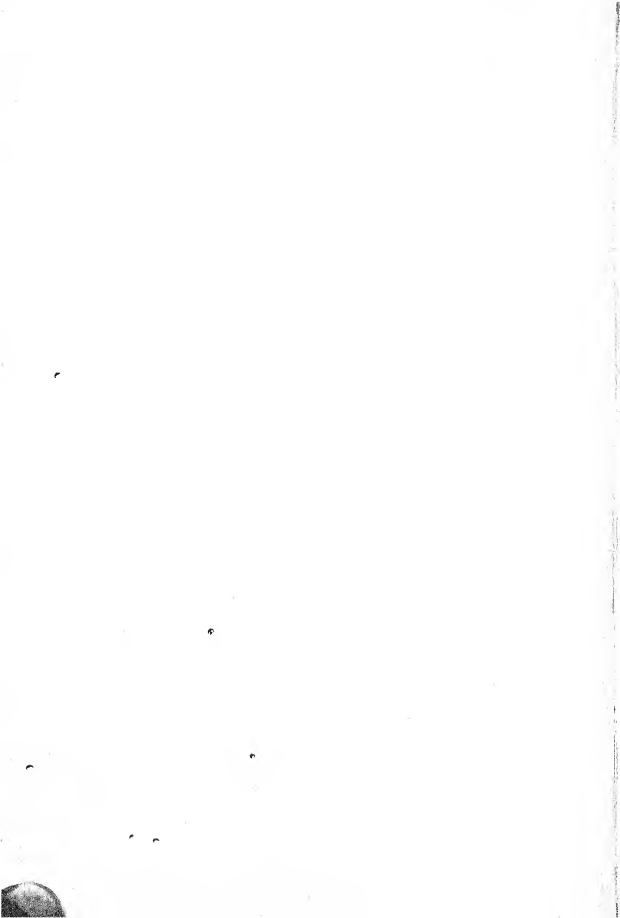


ILLUSTRATION A •



routine. The child, when told, "Come here," should not know beforehand whether you want him to run an errand or eat ice cream.

The child should not be allowed to associate the words, "Come here," with either pleasant or unpleasant experiences. He should be taught to obey the command whenever it is given. Of course, in teaching the command, as in teaching anything else, you must, first, if possible, associate it with pleasure. Then after you have taught it correctly, you can give any additional command you care to, even though it may be unpleasant to carry out, and it will not make your child disobedient to the command, "Come here," in the future.

Never give commands like this: "Come here and get ready for bed," or "Come here and have your face washed." It is better first to give the simple command, "Come here," and then wash the child's face without any command. Or, if you want the child to come from his play and get you a wash-rag with which to wash his face, give the simple command, "Come here," and when the child comes to you give another simple command, "Bring the wash-rag."

Very few authors have ventured to attempt anything definite as to lessons on obedience that would be applicable to children of different ages. One author, in a book before me, has given one lesson on obedience, devoting but two paragraphs to it.

He speaks of a child who is just "old enough to understand what is said to him." The father or mother is supposed to say, "Come to me and have your face washed." He suggests that the child will

probably refuse through simple ignorance of what is meant, whereupon some radical act of discipline is necessary. "In this case," he says, "the child must be brought by means of physical force." He proposes that the parent go over to the child, take him by the hand, and cause him to trot across the floor at a rather rapid rate, while saying, "Come and have your face washed." If a few treatments of this sort fail to work, he urges a gentle spank or two.

There are three important points to consider in this method. Let us take up each point separately.

In the first place, the complex command should not be used. To say, "Come to me," is a simple com-

**Avoid Complex
Commands**

mand. To say, "Come to me and have your face washed" is a complex command because it involves two commands instead of only one. The idea in the latter case may seem so unpleasant or so difficult to perform that it is only natural for the child to be slow to give up in play or even to act stubbornly about coming. You will find that a child who is given complex commands will always seem to be more stubborn than a child who is given simple commands because in the former case, a child has an opportunity to get his mind set against obeying when the command is first given.

It is a great advantage, when it comes to getting a difficult command carried out, if your child has already stopped his play and has come to you ready for your second request.

The more simple you can make a command the better. For example, if a child is looking at a picture

in a book, and you want him to do something for you, even the command, "Come here," might be preceded by the simple command, "Close the book."

The latter form of command is simpler to obey since "Come here" involves not only the act of coming here, but also the implied act of closing the book. It is especially important to regard this point of simplicity in command until after obedience has been properly taught.

It is better to give simple commands even though the thing that you want the child to do afterwards would make him more willing to come if he knew what it was. For example, if someone wishes to talk to an older child on the telephone and you are about to call the child, who is out of doors, do not say, "Come here—quick—hurry—some one wants you on the telephone."

Better say merely, "Come here, please," then when the child comes up to you say, "Telephone." Try this and note the good results.

The second point or objection to the method described above, is that the attempt is made to teach

Obedience First
Negative

positive obedience before negative obedience. This method is defective, because in first teaching obedience correctly to a child between one and two years old, one must have a direct check on disobedience. In telling a boy who is away from you to come to you, you have no check on him at all. That is, you cannot deal with the first impulse properly or quickly enough; this instant control of the first impulse is of very great importance in child training.

The third point is that the method may demand physical punishment. If a child likes to have his hands washed, he will come at once, if he does not like to have his hands washed, to trot him by physical force toward the basin would antagonize him so that he would become stubborn. If the child becomes rebellious, physical punishment may seem to be the only thing. This Course tries to keep entirely away from corporal punishment, maintaining that there are better and more direct means of appealing to the child's mind.

Two fundamental points about the methods of this Course make it possible for one who follows it to succeed with the least amount of corporal punishment. One is that obedience is taught by beginning with the simplest commands and those on which you have a direct check. A great source of trouble with most people who try to teach obedience is that they command a child to do something when they are too far away from him and so have no check on him at all. If the child obeys—all right, but if he disobeys they think he needs to be punished. This is where they are mistaken; they should not give a command in the first place unless they are very sure it will be carried out. And even after a child has disobeyed, this Course does not prescribe whipping; teach obedience by a definite procedure—not a procedure which puts obedience on a basis of fear, but one that gains obedience through confidence.

The other reason why this Course succeeds without corporal punishment is that the lessons are so devised

that obedience seems to favor self-interest. You are working with your child and not against him in the lessons.

LESSON 3

AIM

To teach a child to run at the command, "Quickly."

PREPARATION

Place three dining chairs equi-distant from each other, about eight feet apart, with nothing on the floor between them.

DEFINITE INSTRUCTIONS

Go to the child when he is not too busy doing something else, smile and say, "Let's do something." Take the child into the room, sit on the chair nearest the door and have him stand in front of your chair facing you. Then simply explain what he is to do. Say to him, "Now when I say 'Quickly,' you must run to me very fast."

Pause a few seconds, then rise; take the child's right hand in your left and his left in your right and turn him around.

Say, "Come here," and immediately walk backward, leading the child toward the second chair. After you have gone three or four feet, say "Quickly," somewhat sharply and at the same time

start to run backward as fast as the child can run.

Stop and let the child rest at the second chair, sitting down and taking him on your knee. Say, "That was fun, wasn't it?" Repeat this running backward from the second chair to the third and from the third to the first and so on, just as you did in going from the first chair to the second, holding both the child's hands. Next, try it without holding his hands but walking backward, and going through the same motions as before.

Each time you arrive at a chair, whether it be the first, second or third, say, "That's good," or use some similar expression.

As soon as he will run at the command, "Quickly," when you run backward in front of him, have the child stand in front of the first chair while you walk over to the second one. Just as you leave the child say, "Now you stand right there." Go along to the second chair and sit down. Then, extend both arms toward him, with palms of the hands up and say, "Come here."

In case the child does not start to come when you first say, "Come here," walk up so closely to him that he will come when you extend your hands and say, "Come here." Repeat this command, getting a little farther away each time until you are at such a distance from him that you can test him with the other command, "Quickly."

Keep the arms extended until the child comes within three or four feet, then say, "Quickly," and at the same time make swift, little movements with your

hands, appearing to be very enthusiastic, thus making the child start to run more quickly.

In case the child starts to run when you say, "Come here," before you say, "Quickly," go rapidly to the child, saying, "Oh, I forgot to tell you—when I say, 'Come here,' you just start to walk. Now let's try it again." Go back a few steps and say, "Come here." If the child runs again, approach him quickly as before and explain it again. Do this until the child will simply walk when you say, "Come here," then after he walks two or three steps say, "Quickly," and appear to be very enthusiastic. When the child quickens his steps, encourage him a good deal and have him repeat the procedure two or three times more. As soon as you feel sure that the child has the point of the lesson, it is best to stop.

In case the child comes to you at command, but is slow to run when you say, "Quickly," or simply continues to walk instead of running at all, take him immediately back to the place from which he started and as you are about to leave him say, "Now, when I say, 'Quickly,' you must run to me very fast."

Go away from the child about six feet and say, "Come here," and just after he takes a step or two toward you say, "Quickly," and move your hands quickly up and down.

Whether he starts to run at once, or just hastens his walk a little, reward him at once by saying, "That's the way," and at the same time lift the child up on your knee. Test him further immediately by repeating the procedure between the second and third chairs and the third and first until the child starts to

run the moment you say, "Quickly." End the lesson by saying, "That was fine, you know what 'Quickly' means now, don't you?"

COMMENTS

Three things help you to gain the point of this lesson—imitation, suggestion and encouragement. In doing the same things yourself which you want the child to do, it is much easier for you to get him to act than if you merely explained.

In reaching out your hands, palms up, when saying, "Come here," and also moving your hands quickly, after saying, "Quickly," you suggest to the child the proper response.

The element of encouragement is important. Let everything in this lesson be put through with the best spirits. No matter how slow the child may seem to be, do not become impatient, or, above all, do not show that you are. Of course, it would be unwise to praise him for something he did not do, but assuming the child is doing the best he knows, watch carefully for the least improvement and when you see it, show at once that you are very much pleased, using such expressions as, "Good—that's fine," etc.

**Encourage
the Child**

EXAMPLE I

From the back door of the Morrison home to the garage at the back of the lot a cement walk was laid. This walk was bordered on either side by flowers of a hardy nature which were grown to furnish cut flowers.

Four-year-old Emily enjoyed running up and down this walk while her mother sat on the back steps watching her. She was accustomed to go slowly to the end of the walk, looking at the flowers on either side as she went, sometimes plucking one. When she reached the end of the walk she always turned about, smiled and started to advance more rapidly toward her mother. If Mrs. Morrison put out her hands as the child was coming toward her, Emily always started to run. When she reached her mother, Mrs. Morrison would pat her cheek with her hand and talk to her happily a moment. Then Emily repeated her journey exactly as before.

Mrs. Morrison decided to drill her upon obeying the command, "Quickly," as well as how to follow the motion of extended hands.

At first she said, "Quickly," just as she extended her hands, but later she used the command without the gesture.

She varied the program by sitting in the swing and letting Emily play about the yard, saying once or twice during the play hour, "Emily, come here—quickly." The child obeyed gladly and was always rewarded by at least a word of praise, such as, "That's good. I like to have you run to me," or some similar remark. When Emily had learned the command perfectly, an understanding smile was exchanged between them whenever she reached her mother's side after a command to come.

One day Emily stood in the middle of the adjoining street. Her mother was sewing in the swing. An unusual sound attracted Mrs. Morrison's attention

to the street and she looked up in time to see a runaway team of horses making straight for Emily. The child seemed too frightened to move.

"Emily, come here, quickly," called her mother, as she started toward her.

The mother's voice seemed to arouse the child from her terror. She rushed into her mother's arms less than a half minute before the team dashed past the spot where she had stood.

COMMENTS

In regard to the point of encouragement, it is very important to note the first impulse in the right direction, especially in the child who is timid or slow. An illustration might show more clearly what I mean. A little neighbor girl of only three years occasionally comes over and "sings" for me. She sings just as well from a newspaper or any other reading matter as from a book. One day she happened over when some people were on the veranda. I reached for a book which was lying on the edge of the flower-stand and at the same time I saw that she was very timid, owing to the presence of my visitors. She was perfectly silent and when I set her upon my lap, instead of paying attention to the "song book," as usual, she turned her face and merely gazed at the company.

Now, instead of telling her to look on the book and sing, a sure way to cause antagonism and disobedience, I appeared to concentrate my entire attention on the book, paying no heed whatever to the "company." I let her look at my friends a few seconds,

while I leafed through the book. Then, to direct her attention to the book I slapped it with my hand twice, and when I had her attention, I began to turn pages and talk about which one we would sing. "Shall we sing this one? No, we don't want to sing this one. Let's turn over here—shall we sing this one?—No, we don't want that one—Oh, I know one we want to sing—(after turning over several pages very rapidly). Here—this is the one—let's sing this one." I held the book up higher and began to sing a song that the child always liked to sing. I sang only four or five seconds then said, "All right, let's sing another one." I turned over a few pages. "Let's sing this one." Then I held up the book again and began to sing the same piece. This time I instantly noticed the child's lips move slightly and I said, "That's good; let's sing another one."

After one or two more efforts like this the timid child had forgotten there was any "company" around and was "singing" hilariously.

The important point to get from this illustration is that even though a child does not actually do what you want done it is better not to call attention to the omission by continuing to coax him. Rather treat him as though everything were all right and make the conditions more favorable for the next occasion.

To intimate to the child just the opposite—namely, that he is not following your wishes, always means trouble and often complete failure. In dealing with the little three-year-old girl, if any of my visitors had been inconsiderate enough to interrupt me by

asking the child to sing before I was ready, I would have been quick to say, "No, we must find the right song first." And again, if the little girl had proposed not to sing some selection after I had decided upon it, I should agree with her and say immediately, "No, we don't want to sing that one." The particular point I was after then was to get her to "sing" as quickly as possible, and it made no difference from what page.

(1) If your child is too young to run entirely across the floor with ease, do not give the command, "Quickly," unless the child is near you because he should learn that, "Quickly," means to run from the moment he hears it till he reaches you. (2) Avoid giving many commands before guests until you have

**Two Things
to Avoid**

taught obedience perfectly because a child can be made to appear spoiled before "company" and yet obey all right when at home alone. A child either through timidity or desire to show off may disobey a command before others. It is often inconvenient to "follow up" an act of disobedience properly before visitors, so the better way is to avoid commands as much as possible until after you have thoroughly drilled the child in obedience at home. If you bear in mind this caution at first you will be rewarded well afterwards by perfect obedience both at home and elsewhere. There is scarcely anything more pleasing than to have your children smile and obey your every suggestion whether others are looking on or not.

Do not abuse the word, "Quickly." That is, do

not use it every time you say, "Come here." It tends to lose its meaning. Many a mother saying "Quickly" too often "wastes ammunition" by telling her child to come to her and then almost before the child has time to move, she follows it up by saying, "Quickly—hurry up—run." When she succeeds in getting all three of these words in before the child starts, she has succeeded in getting her child to disobey all three. And a mother who does this very often would have nothing at all to fall back upon in case of emergency. If your child does not start immediately when you say, "Come here," he does not need to be told "Quickly"—he needs rather to be taught to obey the command, "Come here." The command, "Quickly," should not be used unless you intend the child to run and, as a general rule, it is better to reserve the command for cases where quickness is necessary.

EXAMPLE 2

Freddie Kulp, aged five years, had two younger sisters and so seemed much older to his mother than if he had been her only child.

It was her custom to send him on errands and always in a hurry.

"Freddie, run to Mrs. Matthews and borrow some matches. Hurry. I want to light the fire right now." Or,

"Freddie, run to Mrs. Matthews and borrow some baking-powder, quick, or I'll not get the cake done for luncheon." Or,

"Freddie, run to the store and get me some blue-

ing. I can't put out the washing till you come."

One evening, Mr. Kulp sat by the window in the front of the house. He heard his wife say, "Freddie, run to the store and get me some salt, quick, I want it right now."

Mr. Kulp saw Freddie walk slowly down the street, pause a few minutes to watch some boys playing marbles, saunter on again till he met a playmate with whom he talked a moment, then move slowly out of sight.

After more than enough time had elapsed for him to be in sight again, his father saw him returning. He stopped to pat a neighbor's dog on the head, gazed long at a kite over his head and finally reached home with the salt.

"Freddie, come here," called his father. "Didn't your mother tell you to hurry up with that salt?"

"I dunno. Did she?"

"She certainly did. Now, why didn't you hurry?"

"Aw, she always says 'hurry.' She don't mean it."

A queer smile stole over Mr. Kulp's face. He later said to his wife,

"Alice, do you always send Freddie on his errands in a hurry?"

"Not always. Why?"

"Well, it seems that he's heard 'hurry' so much that it has no weight with him. Suppose you do not ask him to hurry except in extreme cases; then watch him to see that he really does hasten."

Mr. Kulp reasoned truthfully that nothing would be lost by dropping the "hurry" out of all commands

given to Freddie for a while, since he didn't heed that part of the command anyway.

LESSON 4

AIM

To give a child further drill in obeying the commands, "Come here," and "Quickly"; also, to teach him to stop instantly at the command, "Wait."

PREPARATION

Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Take child into the room, place him in front of the first chair and take hold of both of his hands, one in your left hand and one in your right. Say, "Come here," and immediately start to walk backward. Go three or four feet and say, "Quickly," at the same time starting to run backward with the child, exaggerating your movements as you start to run. When you reach the second chair, sit down quickly and have the child stand at your knee. Then leave him in front of this chair, walk three or four feet toward the third chair, turn around, reach out your hands and say, "Come here."

When the child comes within two feet of you, begin to walk backwards and when you are about a foot from the third chair, say, "Quickly." If he quickens his step at all, say, "That's the way," and reach out, grasping the child below the arms and have him

stand at your knee again as you occupy the third chair.

Next, have the child stand in front of the third chair while you walk over to the first one. Sit down on that chair facing the child and if you have his attention, reach out your hands and say, "Come here." When he comes within four feet of you, move your hands quickly up and down and if the child does not start to run at once at the command "Quickly," say, "Let's try it again. Now this time, when I say, 'Quickly,' run very fast." Go away only four or five feet and give the commands, "Come here," and "Quickly." Repeat this process until the child does respond instantly.

As soon as the child will start to you within two or three seconds after your command, "Come here," and quickens his step within a second or two after your command, "Quickly," say, "Good. Isn't that fine?"

Pause a few seconds and say, "Oh, here is something else I want to show you." At the same time take each of his hands in yours. Pause a few seconds, then say, "Come here," and walk backwards with the child only two or three feet; say, "Wait," somewhat sharply and at the very same instant, stop suddenly and see that the child stops at once also. Then look into the child's face and smile so that he will respond to your mood.

Say, "Come here," walk backward two or three feet further and say, "Wait," again, seeing that the child stops suddenly. This will take you almost to the second chair. At this chair, let loose the child's

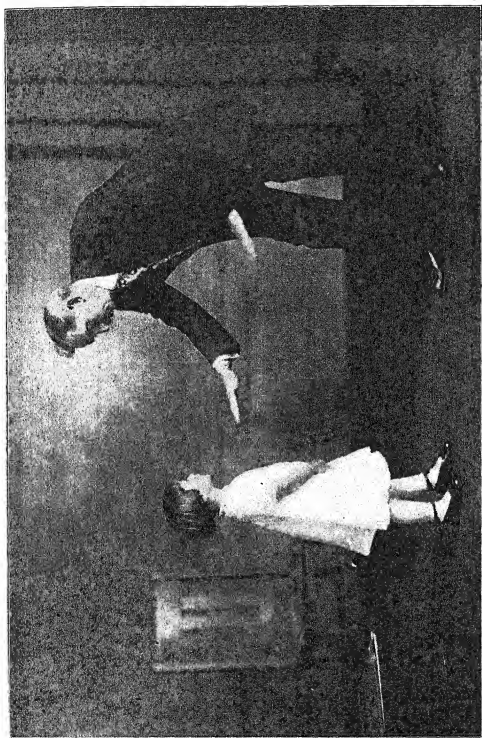
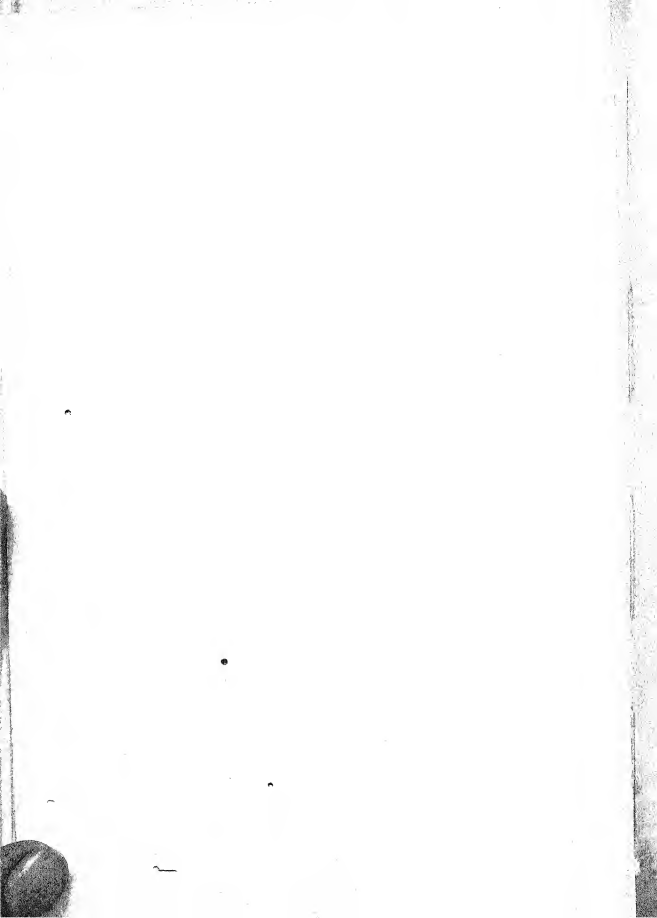


ILLUSTRATION A



hands, walk backward so that you are about two feet away from him, then hold out your hands and say, "Come here," and "Wait," again in the same way as before. This will take you to the third chair.

In going from the third chair to the first chair, go four feet away from the child, reach out your hands and say, "Come here." Stand in your tracks and when the child gets within two feet of you, say, "Wait," and put your hand out quickly, palm down, as before.

Next, have the child stand at the first chair while you go to the second chair. Say, "Come here," and when the child gets within two feet of you, say, "Wait," extending your hand quickly as suggested above. If the child moves more than one step after you say, "Wait," say, "Let's try it again; see if you can stop right away when I say, 'Wait.'" Repeat this procedure until the child will stop at once at the command, "Wait," when he is not near you. Then say, "That's good," and immediately go to the child smiling and say, "That will be enough for this time. You are learning fast."

COMMENTS

You will note that in the first lesson, introducing the new command, "Wait," the commands, "Come here," "Quickly," and "Wait," are not used in order one, two, three, but in pairs. That is, "Come here," and "Quickly," are used together and also, "Come here," and, "Wait," but to use all three, one after the other, might be a little confusing while you are teaching the new command, "Wait."

You could easily repeat this lesson on another day or even a few hours later and use all three in any order you desire.

Be careful in the lesson not to say "Wait" too soon after you give the command, "Come here." The child may get the idea from it that you do not want him to start when you say, "Come here."

When a child is running away from its parents, it is natural for him to continue in spite of commands to stop. The reason for teaching him to wait (in lesson 4) while he is coming *toward* us is that then we have a "check" on him. Our body keeps him from going farther. After the association is well formed, we modify the lesson so as to teach the child to stop at the command, "Wait," when he is running *away* from the parent.

EXAMPLE 3

Mrs. Sears started out for a walk with Madge, her five-year-old daughter. Just as she reached the street little Maude Landis rushed by after her hoop and Madge joined her in a race down the street.

"Wait, Madge," called her mother. But Madge did not wait. She rushed on and on and turned back only when Maud turned back with the hoop.

Mrs. Sears realized that she had made a mistake in calling "Wait," to a child who was running from her and in no danger. However, she believed in implicit obedience and could not let this incident pass without correcting Madge in some way. She knew that the best time for this was not directly after the act of disobedience while the deed done still would

seem desirable to the child and she would the more easily excuse herself.

That night after Madge had said her prayers and her mother was telling her good-night at her bedside, Mrs. Sears said,

"Have you had a happy day?"

"Yes, mother."

"I was happy, too, most of the time," said her mother. There was one time today that I was not happy for a little while. It was just after dinner. It was when you and I were taking a walk. You did not intend to make me feel unhappy, but one time when I said, 'Wait,' you did not stop very quickly. I know you will be more careful after this, won't you, Madge?"

"Yes, mother."

"I believe children get as much satisfaction out of right-doing as adults do," thought Mrs. Sears; and she judged rightly.

Therefore, in order to establish right habits in Madge, Mrs. Sears drilled on the command, "Wait," similar to the method suggested in this Course. When she took her out next time she kept the idea of control in this regard uppermost in her mind. When crossing streets she kept Madge near her by talking to her about something interesting.

When on a back street she said, "Now when I say, 'Run,' you start toward that tree over there (pointing out the tree) and see how quickly you can stop when I say, 'Wait.'"

When Madge stopped suddenly at her call, Mrs. Sears said, "Good, how well you can do that!"

In the ordinary routine of the day Mrs. Sears never lost happy interest in results, so of course Madge did not.

LESSON 5

AIM

To teach a child to obey by mere position of the hand. With reference to the commands, "Come here," and "Go there."

PREPARATION

Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Go with the child into the room. Sit down on the first chair, letting him stand in front of you and say, "Let's learn some signs. Now when I hold my hand this way (with index finger up) it means to come here. Try it. Stand out there a little way." Aid the child in standing about three feet in front of your chair. Say, "Now when I hold up my hand, you must come to me."

Some three seconds after saying this, hold up your hand about twelve inches on front of your face with palm toward you, and the fore-finger pointing almost straight upward.

Bow your head slightly and make every suggestion show that you want the child to walk toward you. If the child does not start at once when you merely hold up your hand, then draw your hand and wrist toward



ILLUSTRATION A

you once or twice and if this does not cause the child to start, say, "Come here," also.

When he comes, say, "All right, let's try it again." Place him a short distance away from you as before and continue the process until the child will come from either of the other chairs to your chair when you hold your hand in the proper position.

Then while sitting on one of the chairs with the child in front of you, pause a few seconds and say, "Let's learn another sign." Now when I hold my hand this way (finger printing), it means for you to go where I point. Let's try it; now as soon as I hold out my hand, you must go to the chair." Immediately turn the child around facing the chair and extend your right hand, palm down, with all fingers closed except your fore-finger which is pointing toward the second chair.

If the child does not go when you first hold out your hand, give him a start of just a few inches with your left hand. When he stops at the chair, say, "All right," then walk over to him and say, "Let's try it again—now when I hold out my hand, you go over to that chair."

Hold out your hand and point to the third chair, merely touching the child on his back with your left hand. When the child reaches the third chair, go over to him and try it again.

Continue this process until the child will go to either chair you point to without saying a word.

COMMENTS

Your child may be perfectly obedient without

learning this lesson and the one to follow, but we are putting in these two lessons for you, should you have occasion to make use of them.

You will often find the points in them convenient when some one is talking to you, and it also shows that you understand children perfectly, to be able to teach your child so that he will carry out your every wish, even though indicated by a mere position of your hand.

In order for the child to heed your signs, it is, of course, necessary first to have the child's attention. If his attention is directed away from you at the moment you want him to do something, get his attention by snapping your fingers sharply.

LESSON 6

AIM

To teach a child to obey by a mere position of the hand with reference to the commands, "**Quickly**," and "**Wait**."

PREPARATION

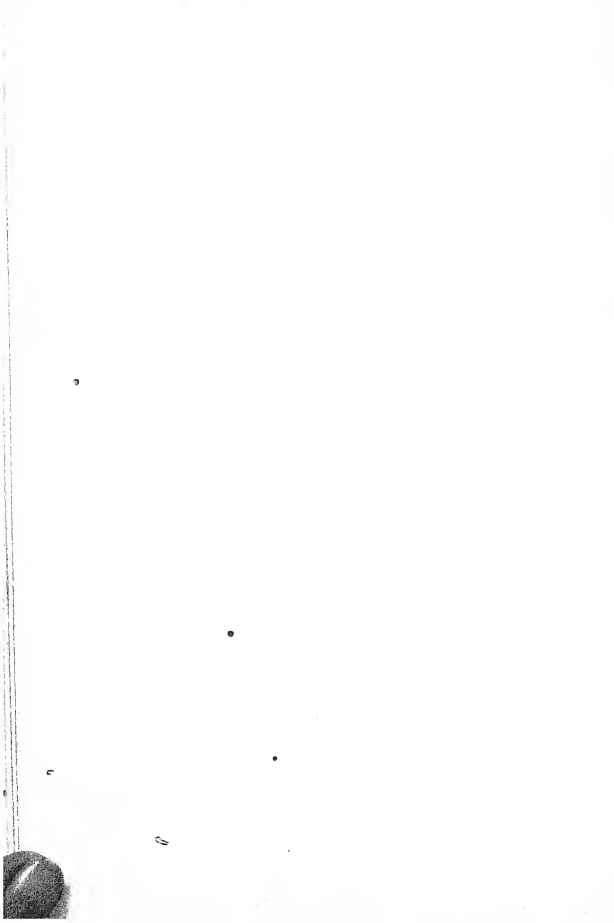
Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Go with the child into the room, saying, "Let's learn some signs." As you sit down on the chair say, "When I move my hand like this (beckoning vigorously with palm upturned), it means for you to run



ILLUSTRATION B



fast. But when I hold my hand down like this (palm down and outspread, arm extended and the body leaning forward slightly) it means to stop at once. Let's try it."

Have the child standing with his back to the first chair. Start to walk backward yourself toward the second chair. Hold up your hand and say, "Come here." After the child follows you for three or four feet, make violent movements with your right hand and start to run backward.

When you reach the first chair, hold your hand, palm down, just in front of the child and stop suddenly. When he stops, say, "That's good; let's try it again. Watch my hand closely."

Repeat this procedure on the way to the third chair and from that one to the first. Then test the child by standing still about four feet away from him and saying, "Come here," and after he walks a step or two toward you, give the signal meaning, "Quickly." Say, "All right," then have him stand there while you go to the second chair and say, "Now watch my hand this time. Come here." When he gets within two feet of you, put out your hand, palm down, and when he stops, say, "That's fine. Now let's try it again."

Continue in this manner until the child responds quickly to both signals, when he is not within your reach.

COMMENTS

It is important to appear to be enthusiastic and optimistic about the child's progress in this lesson,

because it is devised in such a way that it does not contain any interest for the child apart from the activity itself. The interest will not lag if you make it seem active. The child will not weary of repeating as long as you give him sufficient encouragement about how fast he learns, etc.

The four signs taught in these last two lessons are not difficult to teach for the reason that they are natural. Each one is so varied from the rest that there will be little, if any, confusion with others. To avoid all possible confusion, you will note that to distinguish between the sign meaning, "Wait," and the one meaning, "Go there," (in either case the palm being down) it is indicated that in the former the whole arm be extended and dropped considerably while in the latter the elbow is bent, the wrist turned and the hand not lower than the chest.

After you have taught the commands, "Quickly," and "Wait," the child will apply the proper meaning of the words to other kinds of commands without special lessons. For example, if a child is taking too much time to put on his coat and hat, you can say, "Do it quickly," and the child will actually do it more quickly because you have succeeded when giving these lessons.

FROM SIX TO TEN YEARS

Obedience is the grandest thing in the world to begin with. I do not think the time will ever come when we shall not have something to do, because we are told to do it, without knowing why. . . . The one essential of chivalry was obedience.

—George MacDonald.

The previous lessons for children between six months and six years of age have been exceedingly definite and detailed and the explanations have been made very clear.

By applying the underlying principles of these lessons to children from six to ten years of age you could in a very short time command obedience without any definite lessons. That is, you should start by giving only those commands which the disobedient child will like to obey, avoiding any which he will dislike to obey until after he gets into the habit of obeying.

Appear to be decidedly on the child's side all the time. Play with him a great deal and in this play encourage him. This will cause the child to realize that you are on his side, to obey minor commands while playing, and to respond to your co-operative attitude with confidence. Therefore you will easily secure obedience to other commands.

But even though you could do this without any definite lessons, to make it easier for you, here is a lesson which will make a very good starting point.

LESSON 8

AIM

To teach obedience to a child between six and ten years of age.

PREPARATION

On a carpeted floor where it will do no harm to

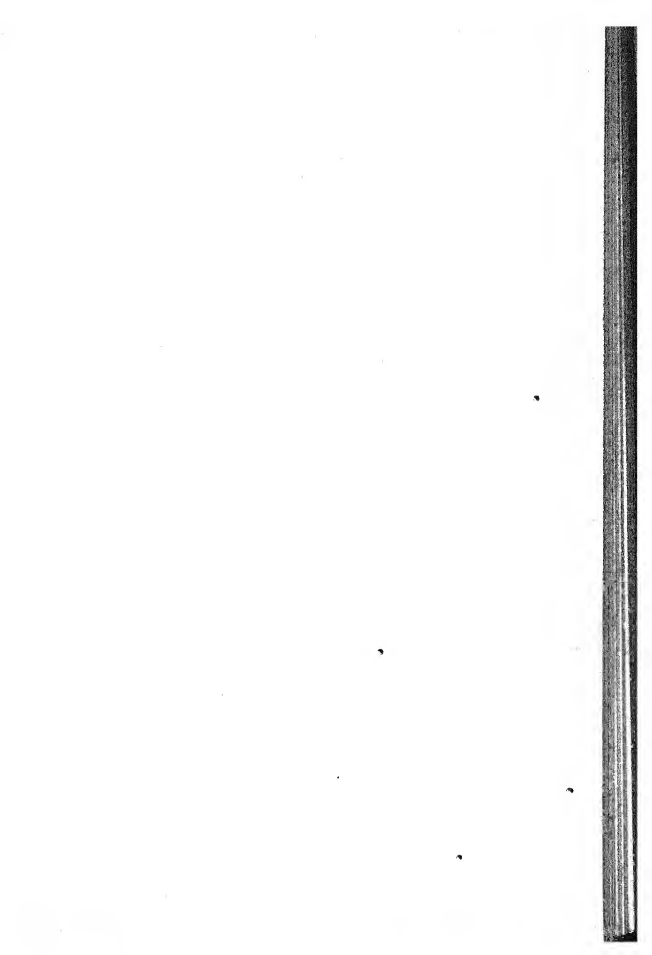
have four tacks driven part way in, place three or four articles of furniture, such as two rocking chairs, a straight-back chair and a stool. Be sure the child is out of sight when you do this. On the window-sill in this room, place a ball of twine. In another room on a table, place a hammer and a box of tacks. Have within reach a sack containing about a dozen new marbles.

DEFINITE INSTRUCTIONS

Go up to the child, holding the sack of marbles in both hands. Squeeze it to make the marbles rattle just enough to stir up the child's curiosity. Say, "Let's have some fun—let's go into this other room."

Open the door of the room where the chairs are placed, letting the child pass through first. Hold the sack of marbles in your left hand; say, "Now let me see—take the stool and set it in that corner." At the same time, point with your right hand to a corner of the room. Go over to the rocking chair and when the child returns from taking the stool say, "Now pull this chair over to that corner"; at the same time point to another corner of the room. If the chair is heavy for the child, help him slide it back.

As soon as the floor is cleared, look over to the window-sill until the child wonders what you are looking there for, then say, "Bring me the ball of string." In the meantime set the marbles on the floor at your left side and if convenient, sit on the floor yourself. When he comes with the string and gives it to you, say, "Thank you; now you take this end of the string and hold it right there." Show him



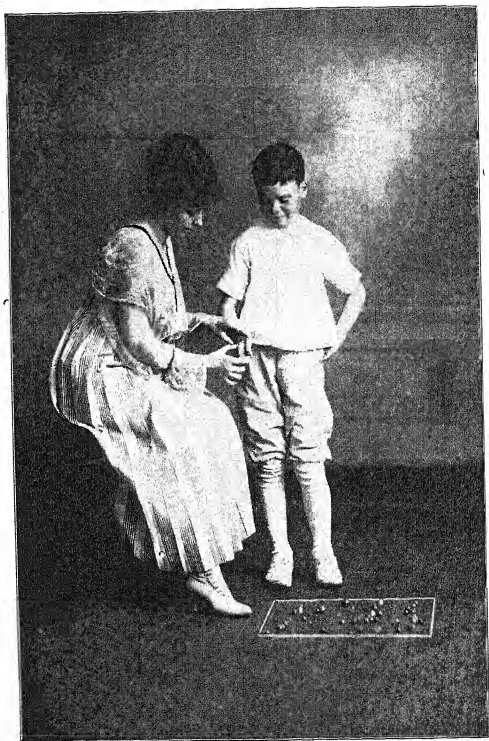


ILLUSTRATION A

exactly where to hold it, then begin to unwind the string from the ball. Stop suddenly, pause about five seconds and say, "On the table in the other room is a box of tacks and a hammer—bring them here, please."

When he brings them say, "Thank you—now open the box and put one tack here." Wait till he does so, then drive it about half way into the floor. Then point to a spot about a foot and a half from that tack and say, "Now put one there." Drive in the other two tacks in the same way a foot and a half apart, so that the four tacks will form the four corners of a square.

Then have the child hold the end of the string again while you wind it around all the tacks.

If the child should refuse to carry out any command you make up to this point, take the sack of marbles and start to leave saying, "I thought that you would like to play marbles." Leave the child entirely, unless he insists that you stay. In that case say, "Oh, I thought you did not want me; all right, do so and so." By "so and so" I mean whatever he refused to do at first.

After the child does everything you suggest, as he probably will, and the playing square is ready for the marbles, reach over, take up the sack of marbles, hold it in both hands while you say, "Now you take these marbles and pour them out into the ring." Hand him the sack and after he spills them and they are all in the ring say, "Now pick out the prettiest one to shoot with." When he picks one out, show him how to shoot.

Put his fingers next to the other marbles so that he will be sure to shoot them outside of the string and each time he shoots one out have him drop it into the sack.

Play with the child for five minutes or longer if he wants you to do so. When he is ready to quit hold the sack while he drops the marbles into it. As each marble drops say, "Plunk," and smile. After the last one is in, hand the sack to the child and say, "Take them over and lay them on the chair." Point to the nearest chair.

When the child puts them there be very busily engaged trying to pry one of the tacks loose. Say, "Can you loosen this tack?" Ask this in such a way that the child will help you loosen it and after quickly pulling out the other three tacks and putting them all in the box quickly, take up the string. Start to put the chairs back where they were at first, telling him to bring the stool and place it about where it was before.

After he does this, let the lesson end as you smile and say, "I'll try to play with you tomorrow again if I have time."

COMMENTS

At least two or three more lessons similar to the one just described should follow it daily for the next few days. In giving the lesson to a girl, if you do not care to use marbles the second time, play "Visiting" with dolls. Commands could be given about arranging chairs, etc., getting ready for the play.

Lesson 1, described above, is so devised that, no

matter how spoiled the child is, he is almost sure to obey your commands not only because he realizes that to disobey would be to forfeit his pleasure with the marbles, but because to prepare for the game is interesting in itself. In fact, we have had experience with children who actually took more pleasure in preparing for an event than they did in the event itself.

EXAMPLE 1

Mrs. Cooper attended a Mother's Club Meeting in Cleveland and heard there an address on the benefits gained by the mothers who play with their children.

Miss Bliss, the speaker of the day, had said, "Show me a mother who enjoys playing with her children and I will affirm without further proof that her children enjoy obeying her."

Mrs. Cooper recalled how much, as a child, she had enjoyed "playing like" she had callers and decided to play something similar with her five-year-old daughter Clara.

A few days thereafter the following paragraphs appeared in her letter to her mother:

"My own childhood is lived over again as I play 'house' with Clara. At first she was a little shy, but I paid no attention to her bashfulness and soon we were playing like two little girls.

"The best part of it is that she obeys me both before and after the game and we seem like real companions.

"It is when I sit down with Leonard that we usually visit. She cheerfully brings me my footstool and Leonard his rattle and playthings, then goes out and

rings the bell and plays the part of a caller.

"Her talk is so quaint and funny while her actions are like those of 'grown-ups.'"

"After the 'game' yesterday, at my request, she brought Leonard a glass of water and said as she handed it to me, 'We have fun together, don't we, mother?'"

"I knew then that her ready obedience was partly due to our playing together."

COMMENTS

If one were studying children from an arm chair only, he might reason like this: what is the use to command a child to do what he likes to do when even a spoiled child will obey that kind of command? Well, that is just the point exactly. The fact that a child will respond to any kind of command at all is the most encouraging thing about teaching obedience to one who is spoiled. After once getting a child started to obey your commands the rest is easy. This idea is extremely practical.

The secret of success in teaching obedience to children of this age who are disobedient is first to ask obedience to pleasurable commands; then only very gradually bring in more unpleasant commands. In other words, the child must be kept interested all the time he is obeying, especially in the first lesson or two. This is the important thing. Work *with* the child. Do not oppose him at any point while giving the lesson. Even if he should spill the marbles all over the floor when pouring them out, do not scold him. Help him to get them back into the ring. If

he says anything, agree with him if possible. Let there be no doubt in his mind about your being on his side, and, when you once have the child's confidence, give him plenty of easy commands so that obedience will become a habit.

EXAMPLE 2

Mr. Henderson worked for a large mail-order house. He managed the workers in the grocery department.

One morning last May his superior, Mr. Bennett, with a letter in hand, accosted him thus:

"Henderson, here's another complaint from a customer that didn't get all he ordered. We get too many of these."

Henderson had glanced at the name at the bottom of the sheet Bennett held and recalled the particular order. "I remember . . .," he began when Bennett cut him short with, "I don't care for the history; you get the orders out right or we'll put somebody in here that *can* deliver the goods. If your help is to blame, fire them, see?" and Bennett passed on down the aisle.

"Jove! If he only knew about that order. He ought to know I'm doing my best. Well, the only good his speech did was to make me shy clear of him, that's all," thought Henderson.

Again and again during the day Bennett's attitude was recalled. It kept Henderson "riled" all day.

That evening in the quiet of his suburban home, stretched out in his Morris chair, Henderson at first was only lazily aware of voices in the next room.

"Now look what you've done," said his wife in a querulous tone. "You're bound to spoil everything some way or other." Henderson had heard the sound of marbles falling and rolling around on the hardwood floor.

From his position now he could see the face of his five-year-old son Ralph. He saw that he was choking back his desire to cry as with tear-blinded eyes he reached for the scattered marbles.

"Jove!" said Henderson under his breath. "Jove! I sympathize with the kid. His superior has squelched him too."

Ralph marvelled at his father's tenderness with him that night.

After Ralph was asleep, Henderson related the day's experience to his wife and ended by saying, "He jumped me when it wasn't fair. It spoilt my work for the whole day. It set me to thinking. Maybe we don't always give the kid a fair deal."

SCOLDING

Scolding is a form of faultfinding, and is therefore a poor method of child training. Since the effect of scolding upon the child is nearly always harmful, it would be well to avoid the use of it altogether.

The sort of scolding or nagging of which so many parents are guilty nearly always causes a feeling of resentment. For example, that expression which so many parents use, "Don't let me tell you again,"

intimates that the child has been disobedient in the past and does not leave the child in a good mood. In case of frequent rebukes the entire nervous system is sometimes greatly disturbed and the child becomes painfully irritable.

Some mothers get into the habit of scolding so much that they do so almost without thinking and too

**Scolding
Is a Habit**

often without taking time to consider the child's intention. Not long ago, I saw a little five-year-old boy step into a flower bed while playing "Hide-and-Go-Seek." His mother not only scolded him once but kept talking about it for two or three minutes afterwards, threatening to make him and all his playmates stop playing if the act were repeated, etc.

The correct procedure in such a case would be first, to discover what was in the child's mind. His thought was about finding a good hiding-place and not for a moment did he think about running in anyone's flower bed. So scolding is altogether out of place. The only logical thing to do is to explain just where the children can play. Point out some new hiding-place, and also request that they do not tread on the flower beds. This caution should not be over-emphasized, but given in such a way that they will remember your caution.

This recalls another case which was even more ridiculous than the one given above. A father came out on to the front porch and discovered that his two-year-old child was playing with a half-empty gasoline can. He began at once to scold the girl and took rapid steps toward her, slapping her, jerking the can

away roughly and sending her into the house crying.

This was his idea of a parent's duty. He probably reasoned that she ought to know better than to play with a gasoline can. Never once did the idea occur to him it would be well to look at the situation from the child's point of view. The daughter, as the result of watching others use a sprinkling can, was pretending to sprinkle the flowers with the gasoline can. But the father was blind to this. The child will probably never know as long as she lives why she was handled roughly and sent into the house, crying.

Since the child meant no harm and did not know that she was doing anything contrary to the wishes of anyone, it would have been better if the father had taken the can away in such a manner as to avoid making her cry.

This is not an exceptional case; it is far too common. We see similar cases of misunderstanding every day, not only in the case of young children but of children of all ages. This misunderstanding is due in most cases to the parent's failure to look through the child's eyes. If the child were older than the parent, the responsibility would naturally rest upon the child, who should be able to see the parent's point of view and act accordingly. But since the parent is older and also wiser because of his broader experience and maturity, it is he who is responsible for seeing the child's viewpoint and co-operating with him in the interest of his development.

There is a great difference between scolding and

speaking tactfully. When anyone tells you his child will receive a scolding with relish, **An Important Distinction** you can be sure he does not mean scolding in the sense in which the term is generally used. He means he has talked frankly and tactfully with his child; he has called attention, first, to certain things in regard to which the child is to be commended, and incidentally alluded to that which might be improved. A "scolding" of this kind is harmless and usually beneficial.

Always talk to your child alone about his behavior. It is better to have no third person present—not even a brother or sister—while inter-viewing a child about his conduct, **Be Alone** especially if he is timid. Never talk

to children about their general bad misbehavior. Such generalities are either meaningless or crushing. Faultfinding will surely creep into a talk of this sort. In no case does it seem wise to convince a child that he is very "bad." Such a charge will tend to drive him further away from you. This will result in worse conduct than before. Be concrete. Be sure that the child understands exactly what you expect of him. The less you talk about moral delinquencies, the better.

Explanation is always in place with your child and should be substituted for the scolding habit. Calmly set forth the things which you expect of him. Neither threaten what would happen if he did not do them nor find fault with what he had done; be frank and let him know for a certainty what you expect in the immediate future. He will be much more likely to

carry out your suggestions than if you merely scold him for not heeding you before.

A good way to give advice without scolding is to deal with the future. For example, if you want a small child to take more interest in keeping his room tidy, instead of calling his attention to past carelessness, talk to him in this fashion: "Now when you grow big and become a man, you will want to have your room in good order. Then when anyone comes to see you, everything will be in its proper place and nothing will be lying around on the floor.

"Would you like to keep your room here at home just as you will want it when you are big? All right, I'll arrange these chairs a little differently and you pick up the clothes over there and hang them up." After the child puts the clothes away, tell him a few other things about arranging articles in his room—points which have no relation to his past behavior. Then as you leave the child say, "Let's keep this room all the time just as you will when you are big."

This method always works better than scolding the child for being neglectful.

If you want to teach obedience to a child who is disobedient do not think of telling him that you are going to turn over a new leaf or find any fault whatever with his conduct in the past. Simply change the habit of disobedience into the habit of obedience by changing the conditions. The mere fact that the child is disobedient indicates that wrong methods have been used. Therefore, change those methods.

EXAMPLE 3

Eugene Mason at the age of six years was a spoiled child. He had not seemed so much so at home but when they took him to spend Christmas at his grandfather Mason's where a large concourse of relatives were assembled, his parents both felt humiliated on account of his conduct.

"Gimme that," he said, jerking a horn out of his cousin's hands.

"Give it back to Willie," said Mrs. Mason.

Eugene not only paid no heed but blew the horn incessantly. His aunt Mary said, "I can't stand so much noise."

Mr. and Mrs. Mason looked at each other helplessly, each seeming to say, "You undertake to stop him." Finally, Aunt Mary said to Eugene, "Why do they let you keep blowing that horn?"

"Why, Aunt Mary, they can't help it," said Eugene. And everybody laughed.

At dinner time Eugene refused to eat with the other children. His father took him out and spanked him until his cries spoiled the dinner hour for everyone.

The following week Mrs. Mason gladly procured lessons on obedience and planned to give the first lesson to Eugene on Thursday afternoon.

At noon that day Mr. Mason said, "So you're going to teach 'Gene to obey this afternoon, are you? I wish you luck," and he gave Eugene a wink.

Eugene resolved then and there to be wary and not fall easily into any trap of his mother's setting.

At lesson time he simply refused to take interest in anything.

"I don't want to do it," he replied to every advance.

Mr. Mason's remark had antagonized Eugene toward anything his mother might do. If his father had not interfered she could have given a lesson and the boy would not have recognized a corrective measure in anything she proposed.

This is the way in which Mrs. Mason managed the difficult situation. She simply said, "Let's not have any lesson today. Let's just play."

For several days she played with Eugene following his directions entirely.

When she finally began the lessons he was not aware of it. They became boon companions and obedience came naturally to him, as a mutual understanding was established.

COMMENTS

It is imprudent for a mother in the presence of two or more children to remind them that they are becoming disobedient. "Wholesale" discipline of this sort is not only always bad but to tell an individual child he is not obedient is useless. In fact the suggestion implied in talking to a child about disobedience tends to provoke more disobedience.

Expect Obedience

The attitude which most favors obedience is that of expecting obedience without discussing it. In the lessons described above it would be very unwise to tell the child that if he wants to play with the marbles he

must first obey four or five of your commands. This would be "buying obedience" for the time being and would not help win obedience tomorrow or in the future. While it is true the child might not obey those commands were it not for the idea of "marbles" in his mind, yet to state the proposition to him for his option has a very different effect from the method which merely gets the child interested and then gives the commands assuming and expecting them to be obeyed.

If there were no better way of telling how to teach obedience than by giving general rules we should put the above rule at the head of the list. Expect obedience. The child studies the parent more closely than most people realize and the moment he discovers the smallest point of laxness in this regard he will quickly try to take advantage of it. On the other hand, if the same strict attitude is maintained by you at all times, the child will ever respond to it in the same way and not hesitate as long as he has confidence in you.

Your commands should, furthermore, be given only at the time when you want them obeyed and not beforehand. If you allow time to elapse, you cannot expect to be obeyed.

EXAMPLE 4

Bennie Johnston was playing with his blocks on the floor. His mother said, "Bennie, I want you to get me my Journal from the library table as soon as you get your blocks put away."

"All right," said Bennie, and went right on playing. Of course he forgot to get the magazine.

"Bennie, you must put your train in its box when you're through with it and not leave it for somebody else to put away."

"Yes, mother," said Bennie, but five minutes later Jack Dawson called for him to play in the yard and he went away forgetting to put the train in its place.

At luncheon time Bennie came to the table with unwashed hands. Mrs. Johnston said, "Now, Bennie, you must wash your hands before you come to the table next time."

"All right," said he. But he forgot before the next meal to attend to his hands.

"Turn the light off when you come out of the kitchen, Bennie," said his mother that night.

Seven minutes later Bennie came out of the kitchen and left the lights on. He had forgotten again.

That night in answer to Mr. Johnston's question, "How has the boy been today?" the answer was,

"Bennie doesn't mind me at all. I'm terribly worried about it."

"Why, he seems a good little kid when I'm here."

"Oh, he's good natured all right. He seems willing enough, but he forgets so much."

"You'll have to come down on him. He's got to learn to mind. A fellow is no good in the business world that doesn't do what he's told," said Mr. Johnston.

His wife sighed. She sincerely wanted to train

Bennie to be obedient. She simply could not understand what was the trouble.

COMMENTS

The fault was not Bennie's at all. He was developing in accordance with the teaching his mother, who didn't know that she was training him systematically to be both forgetful and disobedient.

She never should have issued a command until the time came to have it obeyed.

She should have waited until he had his blocks put away and then said, "Bennie, please bring me my Journal from the library table."

She should have noted when he was through with his train and said, "Bennie, put your train in its box."

Five minutes before the dinner hour she should have asked him to wash his hands at once.

As he was coming from the kitchen, she should have asked him to turn off the light then.

Mothers complain that they cannot hold in mind a situation until the exact time comes to issue the command. If this be true they should not expect a five-year-old child to remember it after the command is given.

When you send your child off to school or to play with other children, he will easily learn disobedience if you do not apply the principle of expectancy. The child will observe other children who have not been properly trained and will imitate them at home in so far as you allow him to do so.

Do not start the habit of giving reasons for carry-

ing out commands. It will give you trouble sooner or later and there is nothing to be gained by it. The child's confidence is gained better by other ways than merely giving him reasons why you want certain things done. In fact, this is the way it generally works out: the parent who continually gives his child reasons for requiring him to obey certain commands has won so small an amount of confidence from the child that the latter gets to demanding a reason for everything before he is willing to obey. The parent, on his part, therefore, cannot have very much confidence in the child, since it depends upon how the reason sounds to the child as to how he will respond.

The trouble with this habit of giving reasons lies in the implications. It reveals the parent's lack of confidence in the child's obeying without encouraging him with a reason. The opposite attitude is the better one—simply expect obedience and let it be taken for granted that you have a good reason for asking it.

Many times the only reason which the parent may offer is one that does not appeal to the inexperienced child. Another very important point is that when a child is doing something he likes to do and is told to stop, the reason is looked at "with only one eye." The child in such a case does not want to be reasonable. He is prejudiced.

For instance, Mrs. Darrah's daughter, Lelia, was enjoying herself outdoors with other children at dusk. Her mother said, "Come on in. It's cold.

You'll be sick if you stand out there. That grass is so wet—it's just the same as standing in a creek. Come on. Come on." What Mrs. Darrah said might be perfectly true, yet Lelia was enjoying a situation in which she did not care to be reasonable.

If you ever do have occasion to give a reason for anything, be sure that the child will agree with the premises. For instance, it would have been better for Mrs. Darrah to speak of the wet grass merely as being damp, when the child could easily see, instead of comparing it with a creek. But it would have been still better simply to give the command, "Come here," first without giving any reason, at least until after the child had come to her. If the child does not obey, "Come here," at once he needs to be taught obedience correctly and the mother should begin to teach him to stop immediately.

The correct idea about giving reasons is this: when a child has once set his mind upon doing a certain thing or is already enjoyably and appropriately engaged, it is unwise to give reasons why he should stop. The child would either consider the reasons worthless or say to himself, "I'll risk it," and continue his play. So it is your command, "Stop," based on the child's confidence in you, which will have effect if anything will. If the child is undecided about something and is willing and anxious to hear your reasons, then you should say just what you think, of course, but this is altogether different from reasoning about commands. When you once give a command to be carried out immediately do not offer your reasons.

EXAMPLE 5

Four women in a group were walking through the best residence section of Boyleston on a pleasant summer evening. They had just attended a Mother's Club meeting and were discussing the topic of the day: viz., Reasoning with Children.

Mrs. Phillips, the banker's wife, a large, benevolent-looking woman, said, "Oh, yes, I always believed in giving my children reasons. I never could stand over them with a club and make them do a thing just because I said so."

Mrs. Chapman, wife of the chief merchant, a spare, nervous, hard-faced woman, said, "I believe in authority; my children have got to mind me, reason or no reason." All remembered with pity that her seventeen-year-old son had gone against her wishes to join the navy.

To relieve the situation quickly Mrs. King, the preacher's wife, said, "You're both right. I try to make mine mind and I always take pains to answer them when they say, 'Why, mother?'"

The other three women knew that the minister's children often did say, "Why, mother?" but always in a way that meant, "You surely can't mean it, mother," and taking it for granted that she didn't really mean it, they dismissed all thought of the command by the time she finished her explanation.

Little Mrs. Lane, the doctor's wife, said nothing, but smiled knowingly.

Every one in the village knew that she had the best mannered children in Boyleston.

Presently Mrs. Phillips said, "What do you think, Mrs. Lane? You never seem to ask your children to do anything, and yet they always behave well. Do you give them reasons?"

"My children and I are great chums," said the little mother. "They like to do what I want them to because they know I'd rather have them happy than anything else. We talk together about everything. They often say, 'Talk to us, mother. Talk to us.' I think they almost know without asking all my reasons. When the time comes to ask them to do anything, they're glad to do it, believing it must be right because I ask it. Oh, they're a loyal little crew!"

"You have the results," said Mrs. Phillips. "So you must have the right method."

COMMENTS

It is a mistaken notion that to give a child reasons for everything will thereby make him reasonable. On the contrary, the most capricious and unreasonable children we have known are those who were forever saying, "Why do I have to do that?" not for information but as a complaint against being asked to do that particular thing. There are other and far better ways of teaching a child to get at the causes of things. Never allow a child to get into the habit of asking, "Why?" in response to commands.

If a spoiled child is already accustomed to saying, "Why?" to every command you give, change your

way of answering him. Pay less attention to him than before. The habit of asking "Why?" is started in the first place because the parent has been too careful about explaining things that did not need to be discussed. We have visited homes in which parents were in the habit of explaining matters even to children of only two or three years old and very often the habit begins with children of that age.

In changing your attitude in regard to the child's "Why?" do not say, "Because papa said so." Pay no attention to the question. The child will soon discontinue his questioning.

Not only should the child not be allowed to ask, "Why?" when a command is given, but the parents should not openly ask the child why he did not obey. That is their problem and needs careful thought. The child in answering finds defense for disobedience.

EXAMPLE 6

Mr. and Mrs. J. M. Green live with their two children, George, aged eight, and Gertrude, aged four, near Grand Boulevard in Chicago.

The children have been taught to fear automobiles and are never allowed to cross the boulevard unescorted, for on the east side of this driveway there is often an unbroken line of machines going north while on the west side they follow each other in rapid succession going south.

If the children were walking ahead of their parents when they came to such a street-crossing, the command, "Wait," would be given and the parents, each

taking a child by the hand, when the opportunity came, would guide them across the street.

Last July Mrs. Green took the children with her to visit her sister at the little village of M—— in Indiana.

They were perfectly obedient, as usual, and enjoyed the restfulness of the village.

One day Mrs. Green was walking about one of these quiet streets with George. The boy was running along ahead of his mother when a single automobile was seen coming down the street they were about to cross.

"Wait, George," called Mrs. Green, but to her surprise George ran on and quickly crossed the street just in front of the car.

Mrs. Green was astonished that George did not heed her at once. She attributed this to the fact that the situation was quite different from that in which George was accustomed to wait for guidance across the street. Here was only one auto instead of a jam of them. Nevertheless she knew it would be unwise to ignore the fact that he had openly disobeyed her. When she caught up with George she said, "Why didn't you stop when I said, 'Wait'?"

"Because I saw there was no danger," said George.

COMMENTS

The mother made a mistake in giving any command at all in the situation as described, and blundered further in asking why the child did not heed her. Mothers should make it a rule to give no commands that are likely to be disobeyed.

When a child has already started to run away from a person and the care-taker says, "Wait," there is not one chance in ten that the child will stop immediately unless he has been drilled on that particular point.

If he has never been given a lesson on, "Wait," there would probably not be much gained by ever calling attention to the disobeyed command at all. Simply be more careful about giving commands the next time.

If the child has been taught to obey the command, "Wait," the mother might say to him as they are preparing for their next walk through the village something like this, "George, you like to take these walks, don't you?"

His answer will be in the affirmative, naturally.

"Very well, then," says the mother, "I shall ask you to stay with me when we cross streets. Will you be quick to do any favors I ask of you? That's well. Which way would you like to go today?"

Note this point in the method just given. The question relative to the child's liking to take walks suggests to his mind that his mother primarily is doing him a favor. When the mother then makes a simple request of him, the chances are much in favor of her getting his coöperation.

The mother should then do all in her power to help the boy to have the very best sort of a time on this trip. When she returns, she should approve of the boy's obedience in words like these: "My! I enjoyed that walk. I want to go often with you. You are so kind to me."

Never laugh at disobedience. This rule should have no exceptions. Nothing makes a spoiled child quite so bad as to give him an idea that it is "smart" to disobey. If a child is spoiled in this particular, it is best not to pay any attention to him when he laughs. Many mothers, realizing that to laugh is not a good thing, go to the extreme and get very serious and say, "Oh, don't think for a minute that is funny." It is better not to notice him at all; be very interested in something which you see out of the window or somewhere else.

**Laughing at
Disobedience**

EXAMPLE 7

Donald and Charles Jarvis, aged seven and five years, had received new drums for Christmas presents. On Christmas day guests were invited to dinner and while Mr. and Mrs. Jarvis were attending to the entertainment of their guests at dinner, Donald and Charles, who were seated at a small table in the same room with the elders, left their places at the table and went to the drawing-room to get their drums and returned to their table where they beat the drums noisily.

As the din broke upon them, Mr. Jarvis said, "Quit. Stop it. Now, that's enough of that. Dry that up!"

To one of these commands Donald made a "cute" reply and Mr. Jarvis joined the guests in laughing at the boy's wit.

COMMENTS

This was entirely wrong. Laughing at the child

put a premium upon both disobedience and disrespect. The father should have paid no heed to the remark at all but should have instantly called the attention of his guests to something else.

The repeated commands were wholly wrong.

If the first command is not obeyed, a second will likely be unheeded.

Mr. Jarvis should have called the older of the boys to him when they first brought their drums to the dining-room and looking him in the eye should have said in a low, confident tone, "Take both of the drums back to the drawing-room until after dinner." Then he should have kept his attention on the boy until after the command was obeyed.

Never joke at all about any command when you wish it to be taken seriously. A child likes to joke and he may disobey just for the sake of joking about it. To tell a child to stop doing something and then laugh is positively absurd.

Laughing at disobedience operates the same with children that are either older or younger than those we are now considering. For example, when a thoughtless mother tells a very young child—say from six months to a year old—not to put something in his mouth, if she puts on a broad smile, giggles and says, "Don't you put that in your mouth, you little rascal," she will find her child will seem to take great delight in putting things into his mouth. But if she looks serious just for the moment that she is telling him to keep the object away from his mouth, insisting firmly upon the point until the child begins to play correctly with the object, and

then smiles, she will find that her child will not be nearly so much inclined to put things into his mouth constantly.

Be careful about giving commands in the presence of guests until after you have the child trained to be perfectly obedient at home.

EXAMPLE 8

Lawrence Wilson was an only child whose father and mother talked little to him.

His father was engrossed in business and his mother in social life. The child was bashful and uncommunicative. His grandmother Wilson lived a long way off and he very seldom saw her. She had sent him a box of handkerchiefs, and later came to make Lawrence's parents a visit.

While they were seated at the dinner table, Lawrence's father remembered the handkerchiefs and said, "Lawrence, thank your grandmother for the handkerchiefs she sent you."

Lawrence stared at his father and then at his grandmother and said nothing. His father repeated the command and the boy said nothing.

Mr. Wilson took Lawrence from the table, spanked him, and said, "Now go and thank your grandmother for the handkerchiefs." Lawrence still disobeyed.

Two or three times he took the boy out and spanked him, but each time, when they returned to the dining-room, the child refused to say a word. At last the father said, after a spanking, "Now, will you say, 'Thank you,' to your grandmother?"

This time when they returned to the table, Law-

rence in a low voice said, as he hung his head and looked at the floor, "Thank you."

His father considered that he had acted wisely with the boy, who was habitually obedient.

COMMENTS

The father indeed acted very unwisely. In the first place, he asked the boy to do something which he had not been taught definitely how to do. There are various ways in which adults thank others for doing favors and this very fact may be the principal cause why the boy did not know what to say in that new situation.

If Lawrence had known definitely that certain words would adequately meet his father's demand and at the same time express his appreciation to his grandmother, it would have been only natural for the boy to obey at once.

In the second place, even after the father allowed the boy to disobey, he did not realize the reason, and therefore did the worst thing possible in attempting to force an expression of kindness. After the boy had been spanked, he did not have a very kind feeling for either his father or his grandmother.

The father's aim at first was to have the boy show kindness, but by his misunderstanding and untactful method, he reduced his purpose to the lower plane of securing obedience and employed the worst method in trying to obtain even that. It might possibly be that even the spanking would not have induced the child to thank his grandmother had it not been that the father accidentally told the child defi-

nately what words to say, namely, "Thank you."

This is the tactful method: suppose the father has already made the mistake of asking the child to say something which he did not know exactly how to say, and he saw that the child was not going to respond at once. The father should have turned his head toward the boy's grandmother, saying, "I am sure Lawrence is grateful for your gift." Then turning attention to Lawrence, "You used one of the handkerchiefs the very first day you had them, didn't you, Lawrence?" The chances are that Lawrence would say, "Yes," in response to this definite question, and he would have a kind feeling toward his grandmother.

Here is an important point often neglected: *do not give a child a command when a powerful impulse to act in a different direction has mastery over him.*

Many parents have been so untactful as to embarrass a child, and then when he starts to run away and has accumulated the highest speed, they cry, "Come back here." This is just like calling, "Whoa," to a runaway horse; it is not a whit more effective.

In your dealings with children of all ages, you will find many places where you can observe to advantage the ill effects of antagonism. Coöperation, like most other principles, can be applied in two ways. The positive way is to encourage and help the child in what he is already doing, giving commands which aid rather than hinder his progress, and you will thereby strengthen your power to command in the future. The negative way is to avoid giving commands which oppose what the child has already started to do and which would tend to weaken your power to command.

General Cautions

The points which we shall discuss below apply not only to children between six and ten but to children of all ages. By violating any one of them you will weaken your power to command.

In the first place, demands should not be made upon the child beyond his physical, mental or moral

Avoid
Excessive
Demands

strength. For example, do not say to a small child, "Keep your apron clean." Such a command almost in-

variably makes a transgressor and renders it just a little easier for the child to disobey other commands. Neither should you attempt to make a command influence a small child for more than a few seconds. To say, "Sit in your chair," means merely sit there a moment, with no order as to the next moment. You should never say, "Be quiet all the forenoon." You may in the same way command a boy of ten to go out to the garden, but to get him to stick to his job of hoeing must be done by other means. The influence of fatigue must be considered. The fact that a child likes a change of activity must also be noted.

Duty to the child must always be expressed concretely. It must mean a simple, definite task and one that is to be carried out the moment it is given. The use of "Never" is meaningless to a young child. He can be taught never to do certain things, but not by using the word "Never." This word may be used

to advantage in the case of an older child and one who has already been taught obedience.

You should not attempt to break up a habit by the use of commands. For example, commands to a child not to suck his thumb will be sure to result in disobedience, after he has formed the thumb-sucking habit.

If a child is given a task to be accomplished, not at the moment, but at some time in the near future, and he forgets to do it, with not the slightest intention of disobeying, do not imply even by suggestion that the child has disobeyed. Assume that the command had slipped from his mind, if any notice is taken of it at all.

Be careful not to give commands when you do not have the child's entire attention. If a parent does

Gain
Child's
Attention

this very often, the child becomes "hard of hearing." He will let the parent call several times before he appears to notice the summons. If a child already has this habit it would be a good thing for the mother to call the child by his name very distinctly and insist that he look her in the eye while she gives her command. It is worse than useless to try to give a command while a child is dominated by some distracting idea or feeling and has his attention elsewhere.

If a child is thoroughly absorbed in some occupation, you might well think twice before asking him to leave it in order to run some errand. The quality of concentration is an excellent trait; it should be carefully guarded. Moreover you will find it an aid in

teaching obedience to wait if possible until the child is more nearly in the right mood to obey.

It does not take any fine instruments to discover what mood a child is in. His humor will reveal itself without questioning on the part of the parent. If the child is not feeling well physically, avoid the use of any difficult commands. This is an important point. Many a parent has failed just here.

Do not command a child to do anything in the dark if he is afraid of darkness. If you have already given a command and he refuses, excuse him for the time being. Go with him this time and then give a lesson on fear at the first opportunity. (See Book II for lessons on fear.)

It is always important to consider the child's lack of experience and ignorance of material properties

**Consider
Child's
Inexperience**

and laws. Suppose a boy, for example, is given a new knife and told to be careful with it. If he starts to bore into a piece of wood and the blade breaks, the boy should not be criticized because he did not intend to break it. But if he had been ordered not to bore at all with his knife and he did so, regardless of the command, this would of course be an act of disobedience.

In the same way, if a child cuts his finger with a forbidden knife, the fault, morally speaking, is disobedience, and the child would be equally guilty, whether he cut his finger or not. Generally speaking, it is a good thing to ignore the results of accidents in dealing with children. Consider only their intentions. If your child breaks some costly dish,

the one question for you to ask yourself is, "Did my child intentionally do it?" If not, then put yourself in your child's shoes and it will be easier for you to decide what to do about it. Certainly nothing will be worse from the standpoint of obedience than to treat a child unkindly for some accident which he did not foresee.

Even though it is tempting sometimes when our feelings are aroused to make excuses for ourselves

when punishing the child, such as,

Be Reasonable "Well, he was too careless; a whipping will make him more careful,"

yet if we want to succeed we must put reason before feeling and act with intelligence. It is almost useless to try to teach either carefulness or obedience by punishing past misdeeds. If the method were effective it would not need to be used very long, but as a matter of fact, those who use the method find almost continual need of punishment from the time their children are babies until they are grown.

One can easily see why this is true. Suppose I were to say spiteful things to my child and so arouse his anger and then punish him for becoming angry. Now if this method were kept up would I cure my child? Never! If I want to benefit that child I must deal not with the act after it has been brought about by the usual conditions, but I must make note of those "usual conditions"; I must change them. I must make the conditions more favorable to the end I desire. In other words, instead of saying annoying things, I must say pleasing things, and a child's response will be entirely different, in fact, so very

different that there will be no occasion for punishment.

This very same idea applies to obedience. If we deal only with the act of disobedience after it has been brought about by the usual conditions, we will never teach obedience. We must, as in the case of anger, change the circumstances.

Suppose we have a child who is badly spoiled: if we want him to do something for us, it will make some difference, of course, how we ask him to do it, but he might refuse, no matter how we ask him, just now, because of our wrong methods in the past. So when we speak of changing the conditions we mean not merely to modify the particular mode in which we ask the child to do certain things, but also our general method. We must adopt some different method. We must lay a different foundation. We must win the child's confidence and establish him in the habit of obeying all of our commands. To do this, we must begin by commanding things that are easy to do and at the same time pleasurable. As in forming any habit, we must avoid exceptions until the habit is fixed. To do this, we must be careful about giving commands difficult to carry out, or that have often been disobeyed before, until after the child is won entirely over to our side.

Helpful Suggestions

If your child is very much interested in his play and you want him to run some errand in a little

while, it is well to give the child notice beforehand. Say, "In a minute or two I shall want you to come here." In a few minutes get the child's attention by pronouncing his name and then say, "Come here." Say this only once and say it as though you expect the child to come. Wait until he does come, keeping your entire attention on him. When he comes to you tell him in a low and "expectant" tone of voice what you want done.

If the child has school lessons to learn and she is busy playing, say, "Mary, it is almost time for your lessons. You had better put Dolly to sleep and lay her in the little bed." After you have thus made obedience easier by allowing time, be firm after you once tell the child to come. Do not allow any extension of time after you once say, "Come here." That often leads the child into the habit of asking for more time and when you refuse, it is likely to cause friction. But you will have no trouble if you are firm from the start.

In the case of a boy who would play all night if let alone, stop his play naturally by entering into his imaginary world. Say, "It's getting late and you will have to close up shop and go to bed. You know stores close at nine o'clock."

See to it that there is unity of authority in your family. Each parent should have equal authority, but no one else should have authority unless you leave the house or for some special reason care to give some one else authority for a short time. In that case let the younger children understand this, saying, "Mabel will show you how to play a new game

this afternoon," or something of that sort. Give the older brother or sister or whoever is in charge very definite instructions as to how to handle the children—how to keep them in a good humor, etc.

It is not wise to require children to obey servants or older brothers or sisters except on special occasions.

FROM TEN TO FIFTEEN YEARS

Whatsoever ye would that men should do to you, do ye even so to them. —*The Bible.*

Most parents consider this a difficult period in child training. And there are reasons for the opinion. The normal child is undergoing rapid changes, both physical and mental.

The most important matter to consider is the child's feeling of "grown-upness." No matter how much parents are inclined to look upon him as a "mere child," the child does not look upon himself in that way. He now begins to think of himself as a man who is entitled to the same kind of treatment as adults.

The fact that children in the 'teens do not see any grown persons being flogged largely accounts for the fact that they rebel at the idea of being whipped. Of course no child at any age really likes to be punished, but for the average youth of fifteen there is a voice from within which speaks like this: "Rebel against that painful whipping method. It is unjust: other grown persons don't have to endure it. Why

should you? You have power now. Why not show it?" Most children do show it if this wrong method is used.

Every normal grown person can recall listening to a voice similar to the above at some time or other during his 'teens. It is natural. All who have been punished very often pass through that stage.

But what of it? What if children do have these thoughts; does it hurt them? Yes, emphatically. If they could show their power in some way other than directing it against their parents it might be helpful, but to oppose their parents, who should have their confidence, is a very bad thing. They can not receive the help from their parents that they should have.

So in training a child of this age, confidence is your watchword. *Get your child's confidence.* Do not give that "rebellious voice" a chance to make a sound if you can help it. You positively cannot train a child right and work against him; you must work with him.

In saying, "work with him," we mean not merely to refrain from trying to rule your child by force, or physical pain of any sort, but also to refrain from antagonistic words. The child must consider you his friend in every sense of the word. In the case of a child just entering the 'teens, if you use the same caution in what you say for the purpose of keeping on good terms with him as you use in keeping your best grown-up friend thinking well of you, then you will have gone a long way toward success in dealing with your child.

While this policy of treating the child as a grown

person will be used more exclusively in the next period, yet you should begin to follow it at once. Authority should be relaxed gradually. Commands should be fewer, but a firm, expectant attitude should still be maintained. This does not mean a haughty attitude, but implies that you have the child's confidence, and give your commands accordingly.

The time to reduce the number of your commands is when the child first shows a dislike for them. Your rule should always be, "Consider the effect on the child." If one method fails, try another. And you will find that when you drop off your commands and begin treating your child more as a grown-up friend you will have just as firm a grip on him as when you ruled him by authority.

When you ask an adult friend of yours to do something for you, you do not command him to do it; you request it. You ask him if he will do it, implying that if he consents, it will be through his own kindness; it is left entirely to him to decide as to whether he does it or not. But you can count on your friend assisting you if you first do him a favor, or if in the past you have proven yourself to be his friend.

From this we secure a working principle. Grant a favor, then ask a favor. Work on this principle in dealing with children from ten to fifteen years or in fact with children or adults of any age and you will not only get things accomplished, but they will be done in the right spirit. Look out for the interest of the child or other person first and he will come back and go the "second mile with you. In other words, first show the child that you have the right attitude

toward him, even though what you actually do is very small, and the child will do for you great things out of all proportion to the service you have rendered him.

The idea is not merely to trade favors, but rather to do the child some slight favor, first, in order to secure his confidence; then, this confidence will tend to make the child willing to do anything you ask.

To illustrate the idea just mentioned, suppose I tell "John" that if he does me the favor of bringing my mail up from downstairs I will do him the favor of reaching on the top of my desk and handing him a newspaper. John would certainly look upon this as a one-sided favor and if he were inclined to be disobedient he would very likely refuse to make the trade. But suppose I say to John: "John, here's a pretty good cartoon in the evening paper, you'll like to see it." I rise from my chair, reach up to get the paper, fold it so that the cartoon appears on the outside, and then hand it to him. One minute or five minutes or a half an hour later I can say, "John, I left my mail on the table downstairs, will you bring it to me?" And John will very likely do so because I first showed interest in him.

It is not only an advantage to get the child's confidence and obedience just for a particular time by first doing some small act for his profit, but it is exceedingly important that you establish a general basis of confidence so that a command at any time will be carried out willingly on the strength of past confidence.

In dealing with a child who has been in the habit of disobeying, you should determine first to win his

entire confidence. To do this you must have a starting point. Nothing is better for a beginning than to make use of the girl's favorite play or the boy's favorite sport. For example, if the boy likes to fish let the father take an afternoon off and go on a little fishing trip. Let him give the boy many minor commands to carry out in preparation which he will like to do, such as fixing the tackle, getting bait, etc.

Or, if he likes baseball better, tell him to go to the store and buy you a certain priced ball and a certain priced mitt, etc. Say, "Here is a two dollar bill—bring me back the change." After he returns, play ball with him. Tell him to put on the mitt and stand at a certain place, etc.

In carrying out this suggestion you are killing two birds with one stone. You are getting the child's confidence and you are also getting obedience.

Immediately below is a lesson written out in detail which will make a good starting point and is suitable for teaching obedience to either a boy or a girl and can be given by either the father or the mother.

LESSON 9

AIM

To teach obedience to a child between ten and fifteen years of age.

PREPARATION

Near the corner of a room place a small table. In another room, near the door, set an old straight

chair. In still another room place an empty trash basket near the window. Procure three tennis balls.

DEFINITE INSTRUCTIONS

Go up to the child having in your hands the three tennis balls, two in one hand and one in the other. Tap them together a few times and bounce one on the floor and catch it as you approach. Say, "Let's see if you can hit a basket as many times as I can. Let's go into this other room."

After entering the room, in which the table stands near the corner, put all three tennis balls in your left hand and reach out your right hand to lift one side of the table, saying, "We will put the table far back in the corner. Now bring the chair that stands just inside the door in the other room." After the child brings it to you say, "That's it. We'll put it right up on top of the table." With your right hand place it on top of the table clear back in the corner.

After placing the chair properly, say, "Do you know where the trash basket is? I believe I left it near the window in the kitchen. Bring it here, please."

The child will not likely refuse to do any of these things that you propose, but in case he should, leave at once without saying a word; appear not to be angry in the least, but perfectly calm. Be independent and keep the balls to yourself until the child asks for them. Then say, "Are you sure you are ready to play?" When the child says, "Yes," smile, and as you start into the other room say, "All right. You may bring the basket."

When the child brings it, take it in your right hand and place it on top of the chair. Then go back about six or eight feet and while still holding the tennis balls in both your hands, say, "Now I want you to take these three balls and see if you can make any of them stay in the basket. If one goes in and bounces out right away, it doesn't count. It must stay in. All right, here you are." Give them to the child and then go within two or three feet of the table, ready to get the balls as they miss the basket. Become very enthusiastic when a ball comes very near going in, and when one actually stays in, say, "Good."

Let the child keep on pitching until all three of the balls remain in the basket. Then take down the basket and empty it out, saying, "Now let me see if I can hit it as well as you did. You bring the balls back to me when I miss."

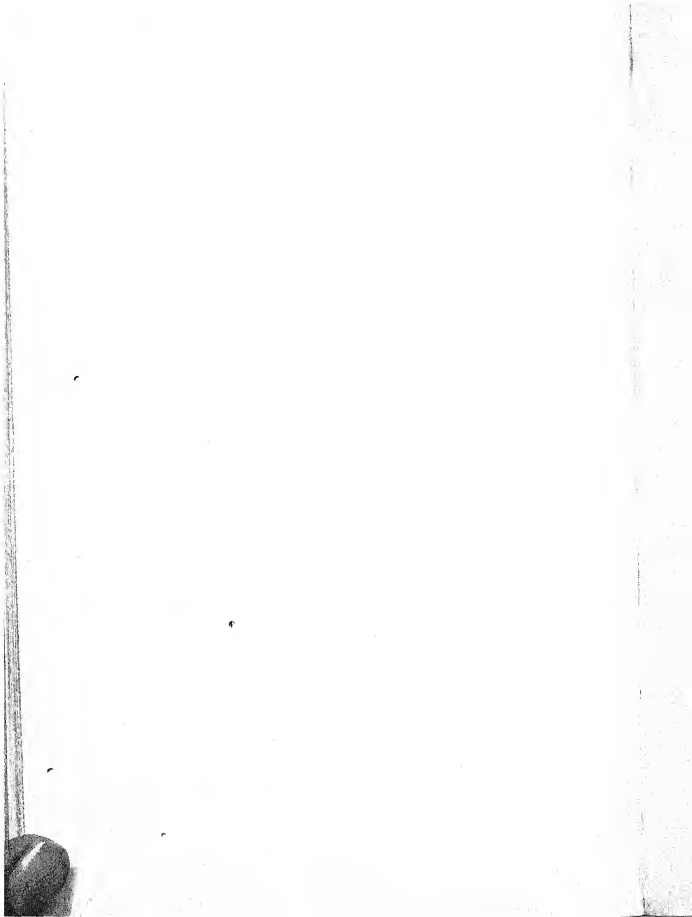
If you miss the basket, say, "I guess you will have to show me how, won't you?" Keep the child in a good humor by smiling and when a ball goes into the basket say, "There, I threw one in, at last. Now you try it again."

Get the ball out of the basket and give all three to the child. As before, be very much interested in the child's ability as he throws for the basket. Whether the ball goes into the basket or not, continue to use such expressions as: "Almost!" "My, that was a close one!"

As soon as the child gets all three in the basket, say, "That's good! We'll have some of your friends come in and play, too, one of these days, won't we?"

ILLUSTRATION A'





Pause a moment, then say, "Is that enough for this time?"

If the child says, "No," and wants to play more, play with him longer and then ask, "Now, have we played long enough?" Continue this until the child says he has had enough.

Then set the basket down on the floor, leaving the tennis balls in it, and immediately give the chair to the child, saying, "You may put this chair just inside the other room."

When the child returns, take hold of one side of the table and wait for him to take hold of the other, saying, "Let's set this out from the corner a little."

Next, take up the trash basket, reach down and get the tennis balls, and before giving them to the child say, "Now I will put the basket away; you may take care of the tennis balls."

COMMENTS

This lesson is only a starting point in teaching obedience. It would be absurd to think that only one or two lessons of this sort would instantly turn a disobedient child into an obedient one. As a matter of fact, a child who has not been properly trained, but allowed to be disobedient up to the age of ten or fifteen years, is a serious problem. Especially is it a difficult matter for the parents, whom the child had so often disobeyed.

An "outsider," using the right methods, would at first seem to make much better headway than the parent himself. The reason is that the only association the child forms with the outsider is that which

the latter chooses, while in the other case the child knows just what he can do and how he can take advantage of the parent; this is a great difficulty to be overcome.

But the obstacle can be surmounted finally. A child, after all, responds to present treatment. If this management is of the proper sort, continually calling forth desirable responses from him, it will not be long before the good habit will take the place of the bad one.

In commencing to displace the habit of disobedience by the habit of obedience, there is no better way than to give a lesson similar to the lesson described here. I do not mean that it is necessary to use tennis balls in this lesson, but I do mean that a method similar to that described must be used. In other words, the idea back of the lesson—the idea of getting the child's confidence and beginning with easy, pleasurable commands—must be applied in order to teach obedience properly.

In giving these easy commands, make use of that important principle of expectancy. Give the commands as though you expect them to be obeyed willingly. The child must not know that you are giving a lesson on obedience at all. Keep him interested in the game and he will begin the habit of obeying without knowing it. The element of competition in tossing the tennis balls makes the lesson interesting to either boys or girls of this age. The practice in muscular control and accuracy also adds pleasure.

Now, whether you give this particular lesson or not, the important point is to convince the child that

you are on his side—not by telling him so but by showing it in your actions. Do not oppose the child at any time either in the lesson itself or outside the lesson. Do not give commands at first which he would be likely to disobey, but give him many small tasks to do which he will willingly perform and then later he will obey any number of reasonable commands.

What was said about “wasting ammunition” in the case of younger children applies also to children of this age. For example, do not ask a child to do things immediately or “quickly” very often when speed is not necessary. The child would become disobedient under such circumstances.

In case a child has obeyed up to the present time through fear of punishment, begin at once to use right methods. Do not, of course, tell the child that he will never be punished again, but be sure to change the mood back of your commands before he begins to give you trouble.

It is not a question of whether or not you are able to manage the child by physical force. In fact, most parents are strong enough to handle their boy when he is anywhere in the 'teens, but here is the rub—they can't control his feelings. They may whip him to the verge of cruelty, but instead of the boy's becoming meek and assuming a respectful attitude toward the parent, he generally does just the opposite. He thinks of his parent, in a sense, as an obstacle to be avoided. He is able to reason now and is keen enough to deceive in ways that father and mother do not suspect.

What is true of the boy in this respect is equally

true of the girl. A girl responds very quickly to the kind of treatment she receives. When she is treated wrongly for an action, she is especially quick to deceive relative to that action in the future. She finds that there is protection in falsifying. This leads her to keep secrets from her mother; now is a time above all others when the mother should have her daughter's entire confidence.

After you have made your beginning in teaching obedience correctly, that is, after following for a time the plan of giving very few commands and making them agreeable at first, then keep the child obedient by observing the following additional points on giving commands.

HOW TO GIVE COMMANDS

Avoid the use of hints when you intend to give a command. Do not say, "I wish I had a little wood," or, "I wish the beds were made." Say instead, "John, you may bring me five sticks of wood," or "Mary, you may make the bed in the south room."

Avoid whining. Just as the attitude of expectancy favors obedience, so a *doubting or a hesitating tone of voice favors disobedience.*

Avoid giving a command in a loud, threatening tone of voice. It is irritating to the child and generally puts him into a combative mood. To speak in loud tones does not carry out the principle of expectancy. Speak to your child in a quiet, even, per-

Speaking
Gruffly

fectly controlled, yet firm voice, and this will not only be favorable to obedience but to the development of a "good" disposition as well.

When you really want a task done, do not ask your child if he would like it or if he has time to do it. Express, in a few words, precisely what you want done and just when you want it done and speak as though you expect it to be done just as you order.

Stating exactly what he is to do not only makes the child obey more readily, but it actually renders it easier for him to obey. You should have unquestioning obedience until your child is at least fifteen years old. Any other plan would be weak and dangerous because when a child once commences to question your commands there is no end to it unless you take measures to cultivate a different attitude.

When your child once gets into the habit of making remarks about commands which you give, there is a great likelihood that he will become impertinent. A gruff answer from you calls forth a blunt answer from him and almost before you know it the child seems to be "against you" instead of "with you." Make your commands definite and your child will be obedient as a matter of course, without feeling imposed upon.

Do not argue with the child. It would be exceedingly imprudent to discuss whether or not he should obey some command which you have given him. Make up your mind not to argue with the child, even though he is already in the habit of arguing. Do not tell him, of course, that you are not going to argue with

Arguing

him any more. Ignore what he says when he begins an argument. Be silent for a few seconds, then calmly and very slowly repeat the command in a low voice.

We have now outlined the correct policy as to the manner in which to give commands and to carry them out after they are already given. Next, we shall outline the correct policy about deciding what to command beforehand.

One of the greatest opportunities you have for gaining and keeping the confidence of children of this age is afforded by dealing properly with their various requests. The following points are important.

What to Do and What to Avoid

When your child asks a favor, do not reply, "No," at first and then later say, "Yes." If you do not heed this warning the child will believe that you do not have much sympathy with him. For you later to say, "Yes," would give him the idea that his talking or teasing caused you to say, "Yes."

Do not reply, "Yes," and then say, "No," because the child will get his mind set upon the act and the "No" will give him a shock. This will antagonize him.

So the thing to do when your child asks permission to go to a party or any other favor of you is to decide as quickly as possible whether your answer will be, "Yes," or, "No," and then immediately give it. It may take you ten seconds or ten minutes to

decide. Be sure that the child has said all that he has to say before you reply.

Do not let the child think that what he says, outside of the facts and conditions in the case, has much to do with your decision. Do not let him run into an argument. In case you have to make any modifications of his request in order to grant it, do not discuss them until after your decision is given, so that all idea of argument will be avoided.

EXAMPLE 1

"Mother, Alf is getting ready to go somewhere," announced Jennie Chappel to her mother one evening after supper.

"Where's he going?"

"I don't know, but he's changed his clothes to go somewhere."

Soon after this Alfred appeared in the Chappel living-room, dressed in his best suit.

"Where are you going, Alf?" asked his mother.

"Betty Morris has a party tonight and I'm going over there."

"Now, Alf, you know your father said you weren't to go to parties while you are in school."

"Aw! Everybody's going; I can get my lessons in the morning."

Mr. Chappel, hearing that his wife was using her loud, argumentative tones, came in from the next room and said, "What's the matter, mother?"

"Why, Alf says he's going to a party!"

"See here, young man, didn't I tell you you weren't to go to parties while you're in school?"

"All the boys are going; if they can get their lessons I guess I can, too; I'm not the greenest one in the bunch."

Mr. Chappel winked at his wife and said:

"But I told you you weren't to go."

"See here, dad, a fellow can't grind all the time. Now, honor bright, didn't you use to go to parties? Aren't you the fellow that used to lead in the games?"

Mr. Chappel smiled reminiscently and Alfred knew his cause had won. He started for the door.

"Don't you dare stay out too late," said his mother, "if you do you'll find the door locked."

"All right. I'll come home early," said Alfred. He knew that his mother would open the door whenever he returned and that he could argue his father into silence, for he had done so time after time.

COMMENTS

Why didn't Alfred talk about the party before he dressed for it? The fact that he did not is a point in his favor. His father had antagonized him when, in a commanding way, he said Alfred was to go to no more parties. The boy knew he could "talk his parents over" to his side, but he actually showed good sense in wishing to avoid a "scene."

He knew his parents did not mean what they said when they prohibited him from going. He would gladly have avoided a clash. Parents would do well to understand that when a boy seems not to heed them he is often suffering as keenly as they are from the situation.

It might be argued that when some form of punish-

ment is apparently soon to be required in managing a stubborn child, a threat may be used to avoid it. But a threat has about as many bad consequences as a punishment of some sort. It can scarcely be made without exhibiting antagonism. Hostile words are sure to provoke rankling and bitter thoughts. Threats arise from low impulses and appeal to low motives. A thinking child who governs his conduct by punishment or fear of punishment is never able to work out his character problems on a high moral basis; and when he becomes an adult his moral standards will be such as to keep him out of "trouble" rather than those which make for greatness of soul.

In particular, one must avoid threats of corporal punishment, as this is the least desirable mode of punishment; threats of the same are correspondingly condemnable.

Such threats are usually introduced by, "If you do this I will do so and so." On the little word "if" hangs all the oncoming thunder of denunciation. This is fault-finding with a bomb attached.

Banish all such expressions as, "If you do that naughty thing again I'll punish you." It is worse than useless to discuss or even mention a possible future occasion on which punishment may be needed.

Threats nearly always stimulate the thought that the one in authority takes delight in inflicting punishment. This thought no one wants to convey. Instead, assume that no punishments will be needed, that conduct is going to be of the right sort.

Be sure that servants or employees make no threats to your child. No servant should be allowed to frighten a child for any purpose whatever. One parent should not threaten a child with punishment at the hands of the other parent. The threatener loses much strength in managing his child. One parent should not do all the petting and the other all the punishing or correcting.

With the reckless and vicious use of threats so often in vogue in homes, many parents will find it a monstrous task to conquer this wretched habit. But the gain is worth the effort. The best method will be to adopt an altogether new basis for the government of children and to adjust the matter of scolding and threats to this better method.

Avoid saying anything about a request after your final decision is given, especially if it is "No." But

Refrain from
Discussion

in case your child's request is reasonable and the answer, "Yes," could not possibly cause him any harm, say, "Yes," at once and get his confidence by speaking of the good time you hope he will have, etc. Give him a good "send off." Help him to get ready. If by changing a certain condition in your child's request you would be able to grant it, say, "Yes," at once and after a short pause, give your own request in the form of a command. Say, "Get back by ten o'clock." Expect the answer, "All right." An important point in getting a particular answer is to expect just that answer and no other. But if the child does not say, "All right," do not ask him to state whether or not he will get back by ten. Give the command in the

first place as though you mean what you say and expect him to obey.

Parents should never differ on any point in the child's presence. For instance, if the child wants permission to do anything, both parents must either say, "Yes," or, "No."

EXAMPLE 2

Marcia Kraft rushed into her father's real estate office on her way home from school and said, "Daddy, a hack load of us are going to Wild Cat Glen next Saturday to spend the day.

"The girls are going to take the lunches and the boys are going to pay for the hack. Won't it be fun? You want me to go, don't you, daddy?"

"Of course, Marcia, nothing pleases me better than to see you have a good time."

"I knew you'd want me to go. Come home early to supper, Daddy."

It was not simply a whim of Marcia's to stop and see her father on the way home from school. She knew it would be easy for her to get her father's consent to go on the picnic and that her mother would oppose it. It was always easier to bring her mother over to her side when her father agreed with her. And after once giving consent he didn't like to change.

Arriving at home she said, "Daddy says I can go to the picnic next Saturday. The girls are to take lunches. What shall I take, mother?"

"Why, you can't go, Marcia. You know the dress-maker is coming here to start your new dress on Saturday."

"Oh, bother the dress. I want to go to the picnic. Mrs. Drake can fit me of evenings, can't she?"

"She can't wait for you that way. She is rushed with work and needs all she can earn. Besides, I had planned to spend the afternoon at Aunt Jane's and thought you'd be here with Clifton."

"Oh, you can take Clif along with you. He likes to go. I'm going to run over and see what Ruth is going to take. I'll soon be back."

Marcia was gone until supper time, arriving home just as her father got there from his office.

"Ruth is going to take sandwiches and—"

"Marcia, you can't go, I say. I have Saturday all planned and I can't spare you."

"What's the matter, mother? Why can't she go?" said Mr. Kraft.

Mrs. Kraft stated her reason:

"I've engaged Mrs. Drake to come here and sew for Marcia and I want to go to Jane's in the afternoon and leave Clifton with Marcia."

"Let Clif come to the office. I'll take care of him."

"But the men there tease him and spoil him. I can't do that."

"Why don't you take him with you, then? Marcia has got to have some fun."

Mrs. Kraft didn't say that she herself needed "fun" and that to get away from home a while without the care of three-year-old Clifton was a needed recreation for her. She simply said:

"I can't disappoint Mrs. Drake."

"Give her something else to sew on, can't you, and let her make Marcia's dress next week."

"I can't afford to pay her for so long a time."

"I'll attend to that."

COMMENTS

Marcia went to the picnic, knowing that she was thereby discommoding her mother and Mrs. Drake and even causing extra expense for her idolized father. She thereby cultivated selfishness knowingly.

When she first went to her father's office to get his permission to go he should have said, "I'll see your mother about it."

Then he and Mrs. Kraft should have discussed the matter privately and come to a decision to which both were agreed.

This decision should then have been announced to Marcia and both parents should expect her to follow their recommendation.

If parents would respect each other's judgment in the presence of their children, their sons and daughters would rely more implicitly upon them for advice.

Do not say, "I guess you can go this time," implying that the child will probably not be permitted to go next time. Do not say, "I'll see," or, "Maybe," because the child will get to taking this for "Yes" and he will be disappointed in case it does not mean "Yes." So always say either, "Yes," or, "No," or, "I will decide and let you know at six o'clock this evening." The point is, *never be indecisive.*

In case you ever say, "No," to a request and find

out later that you did not fully understand the matter, tell the child so at once and grant the favor. There is nothing to be gained by holding out for a decision just because you have once made it. A child is exceedingly quick in perceiving injustice. The better policy is to let the child know that your decision was based on certain supposed conditions and when you discover that the conditions are different, you are justified in changing your decision. Your child will understand this.

**Changing
Decisions**

The only condition under which your decision should be iron-clad is a positive belief that the decision is unmistakably the best thing for the child. In all cases relating to your child's health, you should decide and be very firm. When you know at first that your answer will be, "No," in response to a request in which these things are involved, do not say, "No," too sharply or too quickly. Pause a few seconds so that the child will realize that you are not answering hastily or because you are not in the right mood; this would antagonize him. However, when you do say, "No," say it firmly in a low tone, implying that there is no question in your mind but that you are right.

It is important to note this point: after refusing to grant a favor, don't ask a favor of your child until after he has given you some evidence that he is in the proper mood. It is all right to talk naturally, after refusing, just as though nothing had been asked, but even in talking, be careful not to say anything which the child will answer with irritation.

In case your child asks to do something that you know he would not succeed in, do not say, "No," and then explain why you forbade him. Do just the opposite. Imply that you are in favor of anything that will give your child pleasure. First say, "Why, yes," "All right," or something of that sort. Then you can follow it up by indicating certain practical difficulties which the child will have to overcome in carrying it out.

EXAMPLE 3

Don and John Hill, twin brothers, eleven years old, had been out to their uncle's farm where a well was being dug. The next day the following conversation occurred between them:

"Let's dig a well ourselves."

"Where?"

"In the garden. It'll be easy to start one there."

"All right. You ask mama and I'll be getting the shovel."

John sought his mother while Don went for the shovel.

"Say, mama, we want to dig a well in the garden."

Mrs. Hill smiled and said enthusiastically, "Wouldn't that be fine exercise!"

"I knew you'd let us. Can't we put water in it when we get it made?"

"Certainly, but you know the water wouldn't stay in it."

"Why, mother?"

"The ground there is too loose. The water would spread out in every direction."

"That's so. Can't you think of a way to keep the water in?"

"We'll all try to think it out. I already have an idea. When you get tired digging come in and we'll talk it over."

While this conversation was going on Teddy Blake from the adjoining back yard saw Don with a shovel in his hand and said, "What are you going to do, Don?"

"John and I are going to dig a well in the garden. We saw a man digging one yesterday at Uncle Jake's. Ask your mother if you can't come and help us."

At mention of his mother, the eagerness in Teddy's face changed to painful doubt.

"All right," he said without enthusiasm. "If she'll let me I'll come right over."

Teddy ran into the house and said, "Mama, Don and John are going to dig a well in their garden. Can't I go over and help them?"

"No, of course not. What a silly idea. They can't dig a well that'll hold water. Besides, you'll get all dirty."

"Their mother's going to let them," said Teddy. He as well as Don was reasoning from precedent here. Teddy hadn't actually heard what Mrs. Hill's decision was, but he knew her usual attitude.

"Oh, well, she lets those boys do anything they want to."

"They have awfully good times," said Teddy.

"That's because there are two of them," said Mrs. Blake. "Goodness knows, I don't know how I'd live if there were two of you."

Judging from Teddy's face, they would certainly have been two miserable little boys.

That evening Mrs. Blake stepped over to borrow a pattern of Mrs. Hill. While she was there Mrs. Blake said, "Don, I wish you'd run to the store and get me some matches."

"All right, mama. I'll be back in a jiffy," said Don cheerfully.

"I wish Teddy was like your boys. He never does a single thing I tell him to without a terrible fuss."

"My boys enjoy doing what I want them to as well as I enjoy doing what they like," answered Mrs. Hill. She hoped that Mrs. Blake would see that the reason her boys obeyed her was because there was a feeling of comradeship between herself and her children. "I hardly ever say, 'No,' to anything they propose. After saying, 'Yes,' we talk over the difficulties and this often causes them to abandon their proposed idea altogether. It makes them think, too, and it fosters the companionship idea that all wise mothers cultivate."

COMMENTS

So whenever your child asks a favor³, never consider whether or not he will enjoy or succeed in his plan. Consider whether or not there is any real and important objection to it. If there is no harm or danger from the standpoint of health or character, then grant it quickly.

A parent who is continually saying, "No" and "Don't" in regard to unimportant affairs robs him-

self of the influence which he would otherwise have in regard to more essential matters. Give the child all the harmless liberties you possibly can and show him by your actions that you are positively interested in his having a good time. Then, when he asks for something that you think might be harmful, you can refuse and he will be more willing to concede that you are right because he has confidence in you and knows that you are not refusing just to oppose him.

Whenever a child is spoiled by "being indulged," it is because he is indulged in things that are harmful. For example, a child who is allowed to eat anything he wishes is being indulged in a very important matter because it conflicts with health. Often children are given things to eat between meals, and allowed to eat sweets nearly every time they ask for them. This not only establishes a mental habit, but the entire system demands gratification. He becomes irritable as a result, and the fact that the child is not in good health makes him hard to manage; he soon becomes a spoiled child.

You have probably heard people make this general statement: most children are spoiled by being indulged too much. But that declaration does not mean anything. The question is, in what are the children indulged? A correct generalization would be this, "Spoiled children are indulged too much in harmful things or not enough in harmless things."

Practice indulging your children more in permissible activities and firmly stand against things that are objectionable and you will have gained one of the greatest points of success in child training.

GETTING OTHER CHILDREN TO OBEY YOU

Sometimes you will be with a child and not have time to train him as you would your own, but you will want him to obey just while you are with him. The following suggestions you can apply to a child of any age above one year.

Watch for your first opportunity to help the child in what he is already doing. Do not command him to do anything until after you have done something for him. Do not wait to render some large favor.

For instance, if someone asks you to take charge of two youngsters for a while in church, or in any place where quietness is desired, you will be at a great disadvantage unless you can be with the children at least five minutes before time, because merely to say at once, "Be quiet," might not work. Of course, you should apply the principle of expectancy—that is, you should tell them to be quiet in a way that suggests firmness and obedience. After requesting a child not to do something, do not watch him; appear to trust him; this indicates to the child that you expect him to obey, a fact which always favors obedience. When the child starts to look up to you, have your glance turned away, and then while the child is gazing at you, turn your head down to look at him and smile.

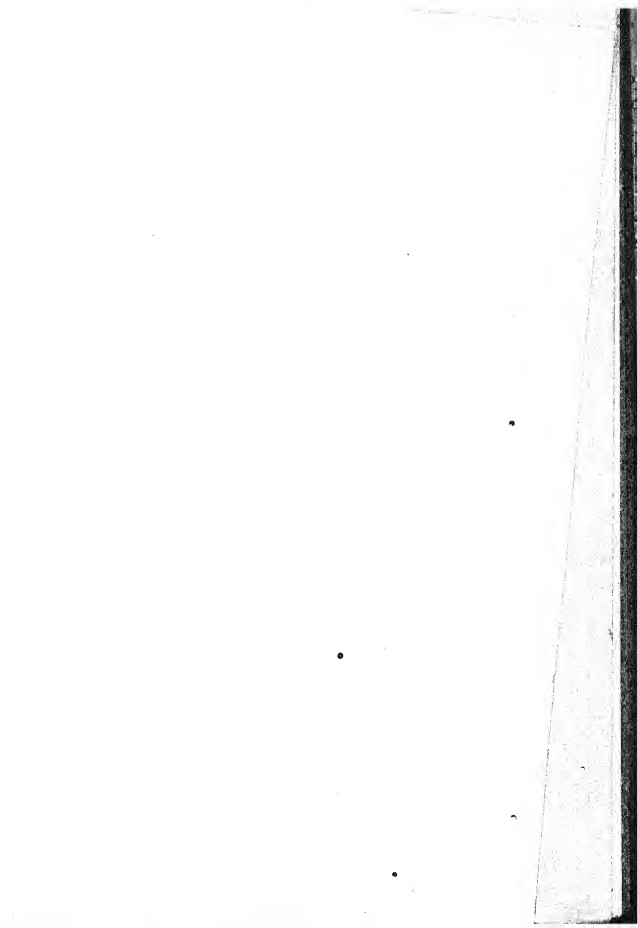
But, if possible, be with the children a little time beforehand; talk to them and get on the "good side" of them, by agreeing with nearly everything they say. This idea of agreeing with them is of the great-

est importance. Keep expressing your assent continually while either one of them is talking, in order to make the children doubly sure that you are interested in them. In case you have time, draw something on paper for them and talk about the pictures as you draw; this is always interesting to young children. As stated above, however, it makes no essential difference in what degree you indulge the children or in what object you interest them, but some occasion for coöperation must be found.

The next point, after you have shown the child that you are interested in helping him, is to ask some small favor of him. Make a positive suggestion. For example, reach out your hand toward an object and say, "Hand me the —." Give other minor, easy commands that the child will be sure to obey. It is not necessary even to thank him for what he does for you. Keep his mind entirely off of the fact that he is obeying, by simply expecting him to do whatever you request. After he does the favor, treat it as though it were a natural thing for him to do.

The only thing you need to be careful about is that you do not oppose the child in your first dealings with him. In case you see he is determined to do something that you would rather not have him do, divert his thought from that thing by talking about something else that he can do. Do not appear to oppose the child at all if you can help it.

The idea of winning the child's confidence is fundamental in teaching obedience and applies to children of all ages. There are other ways, of course, in which you can appeal to children of certain ages, in



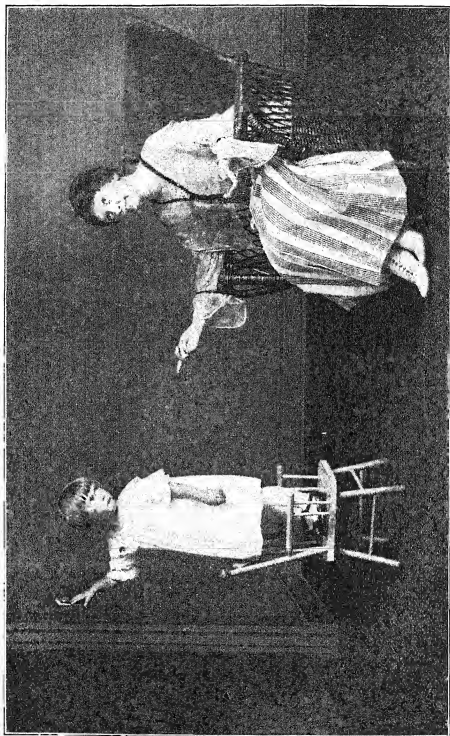


ILLUSTRATION A

order to get particular commands carried out.

For example, it gives a boy pleasure to obey a command if you use these words: "Are you strong enough to hold this for me?" No matter how little the child does for you give him plenty of encouragement. Say, "My! you're strong." And it will also aid you to say to someone else, if he can overhear you, "Why, he can do anything I ask him." Encouragement is always useful. In case you want a small child to run several errands for you, ask him first to perform some easy task. Then when he does so, compliment him on his speed and you will have no trouble getting him to run other errands.

Encourage
the Child

One way of leading a child to heed a particular command is to give him a small piece of money, but this is not obedience at all; it is simply hiring the child, and there is no reason for it. There are better ways which not only influence the doing of particular acts, but tend to make the child obedient to you afterward.

Use right methods of securing obedience in the present, and it will be easy for you to get obedience in the future. The idea of doing some little thing for the child first, in order to secure his confidence and coöperation is a broad principle and can never be safely neglected.

This principle might be stated in different ways. A fisherman might state it like this: "Play with the fish and get it on your hook before pulling," or, in the case of negative obedience, it might be put in this form: "First indulge, then prohibit or direct."

But it makes no difference how we phrase it, the application is always the thing that holds our interest. Let us return to a case cited on a previous page of this volume. An entire electric light system was removed because parents did not know how to teach their children to keep from wasting electricity by playing with the electric light buttons.

Of course most parents would threaten and perhaps actually employ very drastic measures before they would sacrifice their electric lights, but there is a way of getting a child to keep his hands off without any violent actions or even antagonism. This is the way: when you see the child is about to touch the button, or even after he has already touched it, appear to be just as unconcerned as if the child had not touched it at all. Look up toward the light bulb and hold your attention on it for a few seconds (until the child wonders what you are going to say), then look over to the child, saying, "Turn on the light," and immediately look up to the light again. [See Illustration A.] When the child turns it on, keep looking at it for about five seconds, and say, "Now turn it off." All the time appear to be interested in how the light is working and not at all in the child. While looking up at the light say, "Now turn it on." "Now turn it off." Then look straight at the child and say, "That's enough—don't turn it any more." (Say this as though you expect the child not to touch it again.)

You could apply this method while sitting in the center of the room, with the child standing far away from you over by the wall, because the method is

correct. But to be absolutely sure of success with any child, go over to where the child is, stand and give your commands at his side. Then when you say, "That's enough," he will be sure to keep his hands off.

Commanding the child to do what he wishes to do gets his confidence and shows him that you are not working against him. By first giving four commands which he obeys, you get him started your way; he forms the habit, for the time being, at least, of carrying out your suggestions; then, when you give the fifth command requesting him not to turn the button, he more naturally obeys than if the "Don't" had been the first command.

You will always find that the one who favors children and offers them little privileges whenever possible, has greater control over them than the person who does not indulge them, but who merely says, "Don't."

If some one in your presence were to command a child not to do something and you were to speak up and arrange it so that the child could enjoy the privilege which he was at first forbidden to have, you would have more control over that child in the future than the other person because whenever you tell the child not to do something after this, he will know that you are not merely trying to oppose him.

Of course, it would be unjust to the other person to interrupt him after he had forbidden the child to do something, but the point of the illustration is the important thing. There are, to be sure, many ways of applying this principle of coöperation in the pres-

ence of another person or even a parent without being unkind to any one.

On one occasion, I visited the home of some children who were very disobedient. I laid a large envelope containing some manuscripts on the table and it was only a short time before the children began to finger them. The mother kept telling them one time after another to keep their hands off, but they acted just as if they were deaf.

In a minute or two I turned my chair around facing the children, so that they wondered what I was going to do. I did not appear to notice them but kept my attention on the manuscripts for a few seconds. Then I reached over, fumbled over the papers and incidentally left a few of them part way out. I looked at one child and said, "Will you push in that corner?" To another one, I said, "Will you push in this corner?" [See Illustration B.] I pointed out to each child a few more edges that were protruding from the envelope and told him to push them farther in. Then I said, "That's enough—let it be now." The children looked up at me as though that word was final, and they did not touch them any more.

Even if one of the children had fumbled them again later, I should not have scolded him. I should have simply continued the application of the principle of coöperation. I should have turned around in my chair again, appeared to have my entire attention on the envelope, and said, "Will you hand it to me a minute?" After pulling out some papers and letting the child put one back in, while I looked at the others,

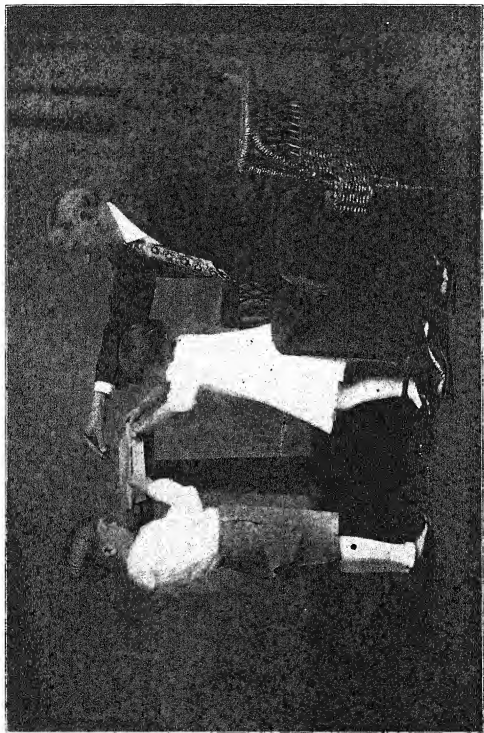
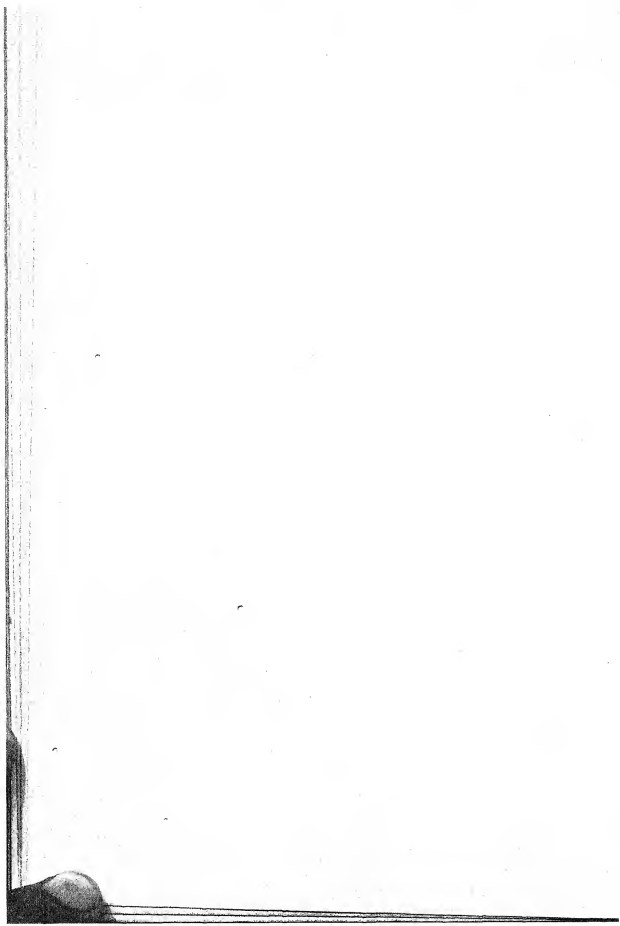


ILLUSTRATION B•



I should say, "Now, take this and put it on the table. That's it—now let it alone."

Another very important point is to anticipate a child's action. Consider beforehand what he will likely want to do. There may be some things in your house that a child will want to touch and you do not care to indulge him to the extent of allowing him to touch them at all. Suppose, for example, you have a large bear rug in the front room with mouth wide open. Two children, aged three and five, come to visit you.

You may well expect that as soon as they catch sight of it, they will want to touch it. So prepare.

**Anticipate
the Child's
Action**

Do not wait, as so many people do, until the child has touched it to say, "Don't touch it," or after giving the command, let the child get closer and closer until he touches it. But let the indulgence come in by telling the children just where they can stand (or sit). Say to one child, "You may stand right here." Place the child just where you want him, perhaps about two feet from the bear's mouth; say to the other, "And you may stand right there." Then you get back even with them in a squatting posture and begin to talk in a low voice about the big bear, its tongue, nose, teeth, etc. Say, "We can get a little closer, but we must not touch it." Let the children get a few inches nearer it, but each time either of the children makes the slightest move to touch it say, "We mustn't touch it." Speak this slowly; this will fill the child with wonder.

The principle of coöperation is applied in the

given illustration when you assume that it is a great privilege even to stand near the bear and look at it. The fact that the children are forbidden to touch it should not be emphasized.

You do not need to wait for an occasion on which to apply this principle of coöperation in order to teach a child to obey you; you can make the occasion yourself at any time. As an illustration, take a child under six years of age, remove a ring from your finger and say, "I wonder if this ring will fit your middle finger." Appear to have your attention on the child's hand (not on his eyes). When the child is close enough to you, take hold of his finger and place the ring on it. Then after removing it say, "It's pretty big for that finger; you take it and try it on this finger." Help the child to put it on another finger. Then close his hand tightly, saying, "Hold it tight so that it can't fall." In the meantime take your hands entirely away for three or four seconds. Then say, "Give it to me a minute." As soon as he hands it to you, immediately try it on the child's other hand, then say, "Give it to me." Hand the ring back and forth three or four times before putting it back on your own finger to stay.

In going through the very simple procedure, described above, requiring only a few minutes, you will have given the child an effective lesson on obedience.

FROM FIFTEEN TO TWENTY-ONE YEARS.

Henceforth I learn that to obey is best and love with fear the only God.

—Milton.

To talk about teaching obedience to a youth of fifteen or older sounds queer, but it is not unreasonable. It is a regrettable fact, of course, that any child should be disobedient at this age, yet there are ways of making him obedient.

Always, in getting obedience, first gain the child's confidence. To win the child's trust, show an unusual concern in his affairs. Be consistent. Do not show interest in the child one minute and the next show disgust about something. Work with the child in every way until you have his confidence.

You need not worry about obedience when you are preparing something for your child's benefit. Make the occasion to help the child often and incidentally give minor commands while preparing for an event in which the child is interested. You might prepare for a party to interest the girl or a supper for your boy's friends. Anything of this nature will make a good starting point for convincing the youth that you are with him.

Talk with your child a great deal while you are preparing something for him, and encourage him to talk to you as much as you can. This is an important point in getting a child's confidence—get him to talk to you freely. Talk to your child about everything

Lead Child
to Talk

which you know will interest him. Talk about his plans for the future; you can scarcely discuss them too much. The effect is wholesome, not only from the point of view of obedience but for many other reasons.

There is a great deal in the way you ask your child to do a thing as to how he responds. Especially is this true of the period which we are now considering. Every command tends to put the youth into a certain mood, either good or bad. It will be a good mood or a bad one, depending partly, of course, upon what the command is, but mostly upon how it is given. If the command is such that it gratifies the youth, the chances are strong that he will obey; if the command is such that it puts him into a combative mood, the chances are he will not obey.

The following precept you will always find it well to heed in dealing with a youth: treat him just as

Treat Child as	you would a grown-up friend with
Best Friend	whom you want to keep on good terms. This implies trusting your

child and also saying those things which will leave him in a good frame of mind.

The well-nigh fatal consequences of underestimating a boy's maturing manhood are seen in the following incident, related by the boy's teacher.

EXAMPLE 1

George Brown, aged seventeen, was manly and full of boyish spirit. His father had forgotten that he was not a little boy. Mr. Brown was a good man, interested in church and community, and most anx-

ious that George should not go wrong. In fact, he followed George's every step. When he went out of evenings, his father humiliated him by trying to find out whether he went where he said he would go. This man would call up and inquire if his son were there, or go about trying to find him in some place in which the boy ought not to be. The boy resented this and threatened to leave home.

As his teacher, I had won this boy's confidence. I did my best, but a final break came. He left home, letting neither his father nor myself know his whereabouts. I learned that he had taken a position with a manufacturing plant, at a low wage.

The father came to me to ask what I knew about his boy. At first I told him that should I find out where George was I would not tell him until he gave me assurance that he would recognize the manly qualities in George and treat him as an equal. He became very angry and in a threatening attitude exclaimed, "So you think you will take me in hand, do you?"

I replied, "I certainly should like to do so if I felt myself big enough to complete the job." He immediately saw the funny side of the situation and laughed as he remarked, "Perhaps we'd better talk the thing over." I showed how he had failed to recognize the manly qualities in his boy by not expecting right conduct from him.

The father gave assurance that he would do the right thing by George if he would only come home.

I had an opportunity to talk with the boy, but could not persuade him to communicate with his

father. Six weeks later Mr. Brown brought a package to me, stating that the boy's birthday came soon and he wished I would send this present to him and say that his father wanted him to come home and he would do the right thing by him. The boy returned the package unopened, without a word to his father.

Later I found a better position for the young man. By proving to him that I had his best interest at heart, I drew out from him a confession that he was sorry that he had sent back the present unopened. It took about two months to bring father and son together. On Christmas eve the young man went home. Both father and son profited by the experience, as the future careers of both have proved.

When problems of conduct and life plans become matters of grave concern for a young man or woman, the best safeguard against unwise decisions is the general family policy.

Unity in Family
Sentiment

This is built up by years of discussion, not by solitary utterances or advice or orders. Every year must witness a cementing of each child more firmly into the family ground, not a gradual loosening of the bonds between child and family; with this must be an injection into the child's life of the "family mind." This is a powerful force which in many instances will sustain weak impulses in the individual child.

Father (or mother) can voice the family conviction: "We will all hang together on this matter." "Mother is nearly always right; we will all see what she says and try to follow it out." "If the picture show is the right thing we'll all go. We'll settle the

matter for the good of all." The family actually all go and discuss the plays when they get home. "We're not going to let any one of our flock wander off like that (instance of disrupted family under discussion). We'll go with him if he starts."

It is a great mistake to argue with children as so many parents do. They explain and elucidate and

Agree with
the Child

then when their children reply they argue. Our advice is: do not argue with a child. No matter what subject is up for discussion, it is much better for you and your child merely to talk about it, "pro and con," but let each agree with the other as much as possible. When your child makes a remark with which you do not exactly agree, do not say that you do not believe as he does; instead seem to agree with him; that is, put the very best interpretation possible upon what he says and then add your own thought just as if it harmonizes perfectly with what the child has said.

By not arguing, you avoid the suggestion that you are talking against the child. When the child wants to do something and you begin to give reasons why he should not, there is a strong tendency for the child not only to contradict doubtful statements, but even the facts in the case.

When the child says something which at the moment provokes you, it is better in most cases to answer him by perfect silence. In case your child affirms something that is unreasonable, do not antagonize him by quickly disagreeing with him. Speak slowly and softly and it will have much more effect.

By not arguing, you also keep your child thinking that your views are more logical and reasonable than if he were disagreeing with you, because then he would not try to see your reasons.

Some authors say that just as the period before fifteen should be a time of unquestioning obedience, so the period after fifteen should be a time of giving reasons; they would request that a certain thing be done and then explain why they want it done.

Now this is unnecessary if obedience is taught correctly. Obedience should rest upon something more fundamental than the reasons which are given for making a particular request. At all ages let obedience rest upon confidence. Then the child will grant your request because you make it. When a friend of yours asks you to do him a favor, you do not ask that friend why you should do it; you either do it or not, depending upon how much confidence you have in your friend. So it should be with your child.

While, in asking a favor, it is not necessary to tell why you ask it, yet the favor itself should not appear to be unreasonable. You would not ask a grown person to do for you that which you could just as easily do yourself. Therefore, it is better not to ask a youth of fifteen or twenty to do what you could more easily do. For example, unless you were obviously tied down to a chair in one way or another, you should not ask your child to come across the room to get a paper which is only a short distance from your own chair.

You can succeed without showing authority. To

ask obedience of a youth in the same way as you ask favors of a grown-up friend will not lessen your authority in the least. In fact, with that method, you need no authority. To use a personal illustration—before I left home, I had the experience of living with my younger brother as he passed through this period (15 to 21). He obeyed me perfectly without being under my authority. (All the authority in our family was in the hands of father and mother.)

No matter what I wanted done, I would ask him to do it and he granted me the favor. He is not an exception. He responded to right methods, just as any boy will do when right methods are used.

Now comes the question, "What were those right methods?" We shall discuss only the most important points. In the first place, the thought of being obedient never entered the brother's head; he "did favors" for me. That is enough. Let your child consider that he is merely exchanging favors with you as one close friend does with another. This idea appeals to boys and girls of all dispositions.

On the other hand, I always appeared to be as eager to do my brother a favor as he was to assist me. That also is a necessity. Show a willingness to help out your child on every occasion. Talk to him about everything which you know will interest him and do little things for the child which you know will please him.

Can anyone object to this policy on the ground that in order to make your child obedient, you must also be "obedient" to the child? Certainly not. No

parent can expect the right sort of obedience unless he is, in a certain sense, obedient to the child. He need not be obedient in the same sense, of course, but nevertheless, obedient in spirit. There is no other way of securing the right kind of obedience.

**"Favor" Idea
Is Practical**

It would be just as reasonable for a parent to ask us for a method to teach his child kindness, while he continually says and does unkind things to the child, as to ask for a method to teach absolutely one-sided obedience. Either request would be absurd. A child simply responds to the methods used. If a parent works against the child instead of with him he will very likely have trouble getting obedience.

Consider any two boys or any two girls who are friends. See that they get to exchange a few little favors back and forth, and note how quickly they become even closer friends. Exchanging favors is really the secret of close friendship. By favors is meant any acts which seem to further the interests of another. Let either one of two persons decline to assist or show interest in the other and the friendship instantly declines.

Whenever one person shows kindness to another, the effect is two-fold. It benefits the one for whom the favor is done, making him feel disposed to return the favor at the first opportunity, and it also has an excellent psychological effect upon the one doing the favor. The thought of his act being appreciated makes him feel eager to do other favors for that person in the future.

It is this double effect of doing favors which makes

the idea so valuable in *getting* obedience. It works practically in the same way on all dispositions. There is no middle ground. If you do not appeal to the youth, in a kind spirit, the effect will be just the opposite of that produced by kindness. This opposite or bad effect is also a double one, as will be explained in Book II, under the head of temper.

Another very important point is to avoid giving commands in unfavorable circumstances. When you

**Consider
Circumstances**

see that a command will conflict too much with what your child is already doing, and especially if you think there is any danger of his being slow to obey on that account, you should postpone your command. This consideration will not only aid you in getting obedience in the future, but it is only a courtesy which you would naturally show to a grown-up friend.

In giving commands, especially those which you expect to have carried out immediately, it is very important to consider the mental condition of the child.

Many parents have lost their temper because they did not appreciate this point and after giving a command, were provoked at the child's disobedience. In one case, a high school boy worked at decorating the school-house with one of his teachers until one o'clock in the morning. The fullest reaction from the loss of sleep did not show until the next morning after this, so his parents did not appreciate the reason for his negligence on that morning. When told to do what he had always done before, very quickly (e. g., turn off the alarm) he gave the excuse that it would quit

pretty soon of its own accord. His father then told him to make the fire; to this, he replied that the house was already warm.

The real reason for this disobedience was not that the boy was just becoming rebellious, but it was the physical reaction caused by the loss of sleep from two nights before. The father, not appreciating this, followed his natural tendency and began to raise his voice and repeat the command, thinking that he mustn't let a case of disobedience pass unreprieved. Just as sure as a parent does raise his voice and repeat his command, he will weaken his power of control. The chances are ten to one that the boy will lie still and listen to two or three more calls, and while he is doing this, he is being convinced that such a delay is possible at any time, on the next occasion when he feels only half as tired as he does this morning, he will try his father's patience again.

**Do Not
Raise Voice**

Now, one might reason that if the process described above weakened the father's power to command, by allowing the boy to lie peacefully in his bed while his father called, it would be better if the father came into the boy's room prepared for action at the very first refusal to obey his command. But this would be worse still.

It would be absurd for you to try to force a friend of yours to do you a favor, by inflicting pain. And it would be just as absurd for you to try to force obedience from a youth of fifteen or more.

This would not only seem unjust to the boy, but it would antagonize him. The father has apparently

failed to understand the situation which the boy understands perfectly well. The boy knows that he does not feel like doing anything just then. The father also must certainly know that is the case, but he does not realize the important point that it is better not to attempt to enforce a command in that situation.

Just as it shows good judgment to request favors in such a way that it will put a youth in the right mood for granting them, so it is wise not to ask any favors when the youth is already in a bad mood which cannot be changed in a minute. In other words, you should not command a youth of fifteen or more in a gruff tone for the simple reason that it would put him in a wrong mood for obeying. Therefore, if he is already in such a mood, it is better not to give any command.

It is always wise for parents to look ahead. Anticipate that when your child loses two or three hours' sleep in one night for the next two or three mornings he will not be normal in his feelings if awakened at the usual time. In any case, whether a certain condition could be anticipated or not, be

Look Ahead quick to discern when your child is not feeling well or in a bad mood for any reason whatever, so that you can postpone asking favors of him until this feeling changes.

In a case like that cited above it would be better for the father to make the fire himself and let the boy know that it was done as a favor to him in order to allow him to finish his sleep. Of course, if there were no one else to make the fire and it had to be made,

the proper thing to do would be to go right to the boy's bed and see that he gets out before you leave him and then have him make the fire, or if the fire goes out as a result of his tardiness let him find it out for himself.

It is more reasonable to treat a person who has lost sleep as a sick person than as one who is perfectly well. A father who appreciates this not only avoids losing confidence by understanding the situation and doing the chore himself instead of asking it of the boy (who would be inclined to disobey), but he has actually gained the boy's good will.

EXAMPLE I

"Norman, Norman. Get up! Breakfast has been ready this half hour," called Mrs. Hudson from the foot of the stairs. "Norman, do you hear me?"

"Yes," drawled Norman sleepily as he turned over to take another nap.

Twenty minutes later ten-year-old Alice said, "I'll get Norm up, mama."

The old stairs creaked under her cautious tread as she sneaked up to Norman's room and dashed half a cup of cold water in his face as he lay asleep.

"Ah-oo," groaned Norman. "Get out of here, Alice Hudson, or I'll break your back."

"You get up or I'll do something worse," and she raced down the stairs.

Norman was bolting a cold breakfast when his father came in.

"Norm, what does this mean?"

Norman ate in savage silence.

"You've got to get up, young man, when you're called; do you hear me?"

"Gee, what's the row about? I've plenty of time to get to school."

"Oh yes, school's all you care about. Do you think I'm going to let you lie abed till school time while I do all the chores?"

Norman had finished his hasty breakfast. He now took up his hat and left the house, slamming the door behind him.

COMMENTS

Everybody in the house had, one way or another, helped to make this a blue day for Norman.

Mrs. Hudson actually drilled her boy into the habit of lying in bed when she called him every few minutes. She should have called him but once and expected results. Repeated calls show her lack of expectancy and only disturb in an annoying way his morning nap. He either should or should not get up. Let him decide which before he goes to bed. Be his agent in waking him at his appointed time and if great issues hang upon his getting up, see that he does so at once. If nothing serious is at stake, let him alone after the one call, no matter how much longer he sleeps.

Alice's part in the attempt to get Norman up was wholly bad. The only possible result of such a procedure is disgust and antagonism toward his sister. She showed that she knew this by her rapid retreat from his room.

The following anecdote pictures a situation far different.

EXAMPLE 2

A certain mother of three children, the oldest boy being in the high school, has never had one moment of trouble about having her children get up in the morning.

When they are out later than usual at night she says, when they return:

"How early must you get up in the morning, my son?"

"I've got to do twenty problems in algebra before school time."

"How long will that take?"

"I hardly know."

"Do one now and I'll time you."

They find it takes just three minutes to "work" one problem, and calculate that an hour will suffice for the entire task.

"How long will it take you to dress?"

"Fifteen minutes."

"Then I'll call you an hour and fifteen minutes before breakfast. Daughter, what do you have to do?"

"I want to study my history half an hour."

"Very well. You shall be called in time for that."

"You don't have any extras, do you?" turning to the younger boy, "so we'll call you just in time for breakfast."

In the morning the father cheerfully wakens the children at their appointed times. Sometimes he uses

the "Bob White" whistle. Often he caresses them until they waken. If an alarm is used it is the signal that the father will soon call them to arise. Their mother greets them with a cheery good morning, sees that they each have opportunity to do back work and altogether everybody feels as if everybody else is trying to help him along.

On Friday evening the mother says, "Tomorrow is Saturday. Every one of you may sleep just as long as you possibly can, but on Monday you must get up at 6:45."

COMMENTS

It's the spirit of this home that tells. Each child may truthfully say, "I know if my parents ask me to get up early it's solely because it's best for me. That's all."

It is better not to give a command than to let your child evade it or put it off. In calling to supper a child who is busy talking to a chum and who is not through "transacting business" it would be better simply to make the announcement that supper is ready and perhaps suggest that he come as soon as he can, instead of saying, "Come to supper right away."

This point of making each request such that it will be carried out in every detail is exceedingly important. Watch any two parents, one who observes this point, the other who does not, and you will find a great difference in the results. The parent who gives strict commands that are easy to disobey in some

Considerate
Commands

particular, does not have as good control as the one who understands and makes allowance by giving careful and considerate commands.

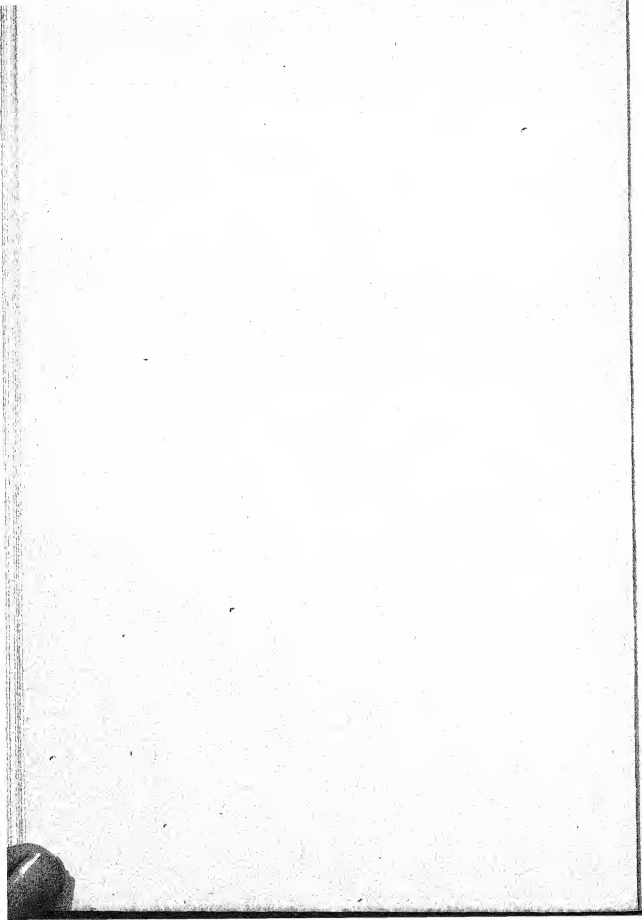
Of course, when asking a child to do some definite thing that only takes a few seconds of time, get his attention and ask him to do it as though you expect him to do it without delay. But when a youth is busy doing something else that he will likely continue to do for even a few seconds after you ask him to change to something else, it would be better not to say, "right away" but to give the situation sensible consideration.

In training children of any age, you will find occasions for applying this recommendation to advantage.

PART III

CORPORAL PUNISHMENT

You can force the hand but not the heart.



CORPORAL PUNISHMENT

Since corporal punishment is so widely used as a method of discipline, the discussion of its use in dealing with young children becomes of prime importance here. Having already discussed the positive phase of discipline, that is, the thing to be done in certain situations, let us now consider its negative aspect, that is, the thing which should not be done.

You will have observed already that we do not deny the necessity for the use of punishment in the training of even very young children. In fact, many times our "checks" are punishments by deprivation of some plaything or treasure that the child values highly.

It can scarcely be affirmed by any one that we can dispense with all forms of punishment. In truth, we cannot avoid the natural penalties of our disregard of the laws of nature. Even when hygienic laws are neglected, the penalties are applied to our bodies. The universal value of these restraints upon our wanton carelessness is so obvious that one must of course believe that education in both home and school must use corrective punishment. But there is a vast difference between non-corporal punishment and corporal punishment. Briefly, the former appeals to the mind of the child directly; the latter attempts to influence the mind indirectly; that is, by some sort of physical discomfort purposely inflicted by the parent or teacher. Corporal punishment is applied when

whipping, slapping, cuffing, spanking, shaking or some like penalty is used.

Our discussion of corporal punishment will first of all consider some of the reasons that parents urge in defense of their use of this method of controlling children.

First, corporal punishment is held to be a general preventive against undesirable conduct in a child.

Arguments	After a child begins to walk, espe-
for	cially if he is two years old or over,
Corporal	
Punishment	he becomes increasingly active and

will do many things undesirable or positively contrary to the parents' wishes. The unadvised parent judges that the best remedy is a spanking. Such a parent argues that the infliction of pain on the child will prevent a repetition of the misdeed, and that it is the method best suited to change the child's notions of what he should do or avoid doing.

Is such an argument sound? Yes, it is, provided we assume that the child is on the same plane mentally and morally as the ordinary dumb animal. The theory is effective in controlling dumb animals.

A great many parents who are uneducated in child training say, "Well, if my child openly refuses to do what I tell him, there is nothing else to do but to whip him."

If such parents were talking about their dog, we would agree with them. However, we should make a distinction between a dog and a child.

But need we say to an intelligent reader that the assumption that there is no distinction between child mind and animal mind is false? Nothing is more cer-

tain than that human beings can respond to higher incentives than the mere avoidance of pain. All impulses, whether good or bad, are strengthened by exercise. Your child will be an adult of high or low moral standards, depending on whether you appeal mostly to his higher or lower instincts. It is literally true that if you treat your child as you would an animal he will certainly come to act like one.

A second false doctrine is that since obedience is a desirable habit and indeed a necessity in the life of every child, it makes no difference how it is secured.

This view is positively incorrect. The attitude of a child compelled to obey by reason of his fear of punishment is never a good one. Such obedience is merely a compliance through fear. The real inner personality of the child is untouched and still remains subject to all sorts of untamed impulses. Hence this attitude becomes, on the part of the child, an attitude of hypocrisy and rebellion. The parent professes to be satisfied, but he could not be so if he understood that the child is yet in a mood of resistance and disloyalty. Both parties rest from the exercise of corporal punishment with a false reconciliation and no real improvement of conditions.

A third argument in defense of corporal punishment is embodied in the old saying, "It is better that a child should be ruled by the rod than not to be trained and governed at all." This statement may sound wise, but it is not. It assumes that a person who is not able to manage a child without the rod would be able to use the rod properly; or else it assumes that a child can be controlled by punishment,

whether it is applied rightly or not. Either assumption is false.

If I had a splendid, fine horse, which showed a slight tendency to balk for one driver (who did not know how to drive it) but went all right for another driver (who did know how to drive) from which driver should I withhold the whip, if I were to prohibit its use by one or the other? The one who knew the less about driving would think he needed the whip the more, but he is the one whom I would not allow to use it. Because if I were to give it to him he would soon have that splendid horse balking for everybody. To the other driver, who knew how to drive, I would give the whip, realizing that in case of emergency he might be able to use it to advantage by applying it at the proper time and in the right way.

This illustrates perfectly the correct view about the punishment of children. The more skilled one is and the more one knows about child nature, the more capable he is of using punishment to advantage. And the less one knows, the greater are his chances of doing more harm than good.

Here is the truth in a nutshell: *the more you know about child nature, the less physical punishment you will seem to need.*

A fourth erroneous notion is that every misdeed must be met with a very definite penalty. There is not so much thought about the future as about the past. Some unnatural sense of justice leads the parent to delight in seeing misdeeds visited by vengeance. Individuals may deny this, but such an attitude is a known fact, strange as it may seem.

To describe the situation is to brand it with shame. Vengeance has no least part in the life of the family. A fiendish delight in even-handed justice has no excuse. If a boy refuses to wear his cap when told to do so, his mother need not search for a penalty merely to retaliate on the ground of "an eye for an eye." Perhaps she need not require him to pick up his cap and place it on his head unless he insists on carrying out his project of going out without it. Even so the notion of a penalty can be entirely eliminated.

Last of all, it is urged that punishment is needed now in order that the spirit of obedience may be developed in the future. No particular wrong deed is anticipated, but a general precaution against disobedience is insisted upon.

The assumption is that by some process of reasoning the child will conclude that he must be an obedient boy on all occasions, since punishment followed one particular offense.

Here again the true state of affairs is not as assumed. The boy experiences shame, remorse and perhaps a sense of defeat, repression, anger and resentment. He resolves on doing something to avoid pain, but thinks little on being a boy of noble character. In other words, he will not draw a very useful general conclusion from the experience of being whipped. The more severe the whippings, the less likely he is to see their value in making him an obedient boy.

Occasionally it happens that a boy or girl has been spoiled by the unwise use of corporal punishment.

Not a few wise ones will pipe up with the adage, "Spare the rod and spoil the child," insisting that the remedy for a bad state of affairs is an abundance of sound whippings.

This seems to be the climax of parental folly. A remedy that has both utterly failed and made a bad case worse is to be repeated in larger doses to cure both ills! We do not believe this view can seriously be held as the truth.

BAD EFFECTS OF CORPORAL PUNISHMENT

We must hold the picture of the bad effects of corporal punishment continually before our eyes.

From a psychological point of view, the worst effect of corporal punishment is that the parent too often becomes the child's antagonist instead of his friend. This condition is brought about by the spirit of anger aroused in the child's mind because of his treatment and in the parent because of the misdemeanor committed. The real fault lies in an entire misunderstanding of the situation by the parent.

EXAMPLE

Buddy Lathrop wiped his shoes on the mat with unusual care and stuck his head doubtfully through the door opening into the warm, lighted kitchen.

"There he is now—the scamp!" exclaimed his Aunt Dora.

"Buddy—where have you been?" demanded his mother. "Come on in here! Didn't I tell you that

you were never again to stay out after dark? Here I've been worrying about you for an hour and a half. I told you I'd whip you if you did it again. You come here!"

The boy moved hesitatingly toward his mother's chair. Aunt Dora looked at him suspiciously.

"I believe he's been on the lake again, Mary," she said. "And he's bareheaded! Where's your cap?—He's lost it, Mary, I can tell by the way he looks."

"Well, if he's lost that cap, I'll give him something to remember it by. Come here!"

Buddy went meekly forward. His mother, with a deft motion, landed him over her knee.

"And just see what a big boy he's getting to be," she remarked reproachfully as she surveyed him while she reached for her slipper; "almost a man and has to be whipped."

She began to apply the slipper with skill acquired by frequent practice. But, to her surprise, the boy did not emit the usual number of groans; instead he was doggedly enduring the pain. This distressed Mrs. Lathrop, for, had she told her real state of mind, it would have been something like this:

"I cannot believe Buddy is sorry; he would surely cry if he were. But he shall know that he is to mind me hereafter if it takes all the strength I have."

Not even a whimper came from Buddy; he stood the beating like a martyr.

It was long in the night before he closed his eyes. He was planning a campaign for the future.

When, the following morning, he called for Billy

Woodall, his constant companion, he revealed the following:

"Do you know what? I pulled off a great bluff on mother last night. I believe it'll work.

"When she was drubbing me with dad's slipper, I never let out a whimper. She can't make me cry after this; that'd please her too much."

The second great objection is that corporal punishment never gets at the real source of the evil. It

only prevents the open expression of it, at best, and generally the price is too great to pay. For example, if you compel a child by physical effort or in any way apply force, as a corrective, there is bound to be unpleasant reaction later on. The incident will be stored up with others like it in the child's mind; it will be hidden and nursed like a wound until some day it will cause the child to assert himself and challenge your authority. No boy or girl can foresee an impending whipping or experience the pain of it without resistance. Anguish of spirit forces the child to protect himself against the dangers that are about to engulf him. A child of stubborn disposition may refuse to yield under punishment even though it seriously injure him. In any case the spirit of waywardness involved in the disobedient act, is more deeply enkindled by natural resistance of the child when pain is threatened and may easily lead to violent action toward the parent. Both the stubborn and the sensitive child who has a morbid fear of physical pain may succumb under parental force, thereby registering an everlasting grudge against a brutal

parent. If parents knew the proper limits to which they might go in the use of corporal punishment they could often avoid this feeling of resentment.

The use of corporal punishment is sure to blind the parent to the real nature of his problem. It is a short cut to the solution of any difficulty. Haste in punishing is always a possible blunder; it is most likely to occur when the rod is too convenient a weapon and too readily grasped by a person irritated or angered by a disobedient child.

Blind haste excludes due inquiry into the reason the child disobeyed. There is always a reason which a thinking child can often be induced to give. Unless the parent knows this reason, he has no right to inflict any penalty on the child whatsoever. If a parent is inconsiderate enough to ignore the reason which caused the refusal and simply commands again that the thing be done, he will, by this act, have the child in such a mood (and also himself) that punishment would seem to him the natural thing and the only possible way of getting the command carried out. When he is in just this frame of mind he is least fitted to act with wisdom.

Natural Punishment .

Some educators advise the use of only natural punishment—that is, the sort that will naturally befall the child when he is out of the parent's reach.

For example, a baby soon learns to keep his hands away from a hot stove because pain invariably follows the act of touching it. Now certain authors

suggest to us that the presentation of a few such cases by the parent may aid him to develop in the child a greater confidence in the opinion of his elders in those cases in which there is no natural check. From a physical standpoint the result is more immediate.

EXAMPLE

"When our younger boy was six years old, we could not drive, coax, shame or trick him into obedience. We tried all these methods, but he resisted so stubbornly that we tried this plan as a last resource: we no longer coaxed or coerced him; nor did we shield or help him. He felt from day to day the full natural consequences of his own acts.

"Within a week, he learned by experience that disobedience brought him discomfort and unhappiness, while by observation, he found out that obedience brought others pleasure and personal advantages.

"When his own reason began to work, the problem was solved. Up to this time, we had tried in vain to get him to care for his toys. Under the new system, we never picked them up or put them away for him. If they were left in the way of the broom they were swept up and thrown out. If they were left outside, they suffered from exposure. He lost some of his most valued trinkets in this way.

"Meanwhile he saw that others kept their possessions by caring for them, and one day he came to his mother's side and said very humbly: 'Mother I'm going to do just what you say after this, because

you know lots better about things than I do, don't you?"

COMMENTS

While the foregoing case was reported as being true, yet obviously the record is not complete, because in the method described the parents most assuredly antagonized their child in some measure. Imagine the child standing by as his mother swept his precious toys out at the door. How should you feel to see your best possessions so rudely handled, damaged or thrown away? There was a whole week of it! The antagonism thus developed would render intelligent obedience impossible. What looked like obedience doubtless was merely an effort to save his property. In the end genuine obedience was secured but by a different method. By cautious attention and abundant sympathy, the mother fully disclosed her care and interest in the child and so neutralized the bad effects of her punishment method.

"Charles, I am sure you want to keep all these fine toys. Mama is sorry if any of them get injured in the sweeping. See how Ethel enjoys putting her playthings away and finding them in good order. You want to take care of yours in the same way, don't you?"

Such remarks as these showed the boy that his father and mother in reality had his every interest at heart. But because the child seldom regards the mother's ultimate aim the example cited above cannot wholly be recommended.

Well, how does the theory work in other cases?

That is the question. The hot stove punishment will not cure a boy of pulling the cat's tail. And, if after being told not to pull the cat's tail, the cat scratches him, this will not keep him from running near the edge of a bridge when his mother forbids it, and so on. Natural punishment, at best, serves only for particular misdemeanors and this is far from teaching obedience in all acts. Correct obedience must be based upon confidence. Is it, then, possible to gain a child's trust—his belief that you are working for his welfare—by calling his attention to the natural result of his disobedience after the act has been committed? We hold it is not because the average child does not say to himself, "I know mother realized what would happen if I attempted to slide down the stair-rail backward, but she did not tell me because she knew that, in finding out for myself, I should learn not to do such dangerous things."

**Limitations
of Theory**

No punishment has much educative value unless it stirs a feeling of regret or repentance. Corporal punishment, in most cases, has a very different effect. Therefore, if a boy sets fire to a paper by holding it too near the fire and thereby burns the curtain near which he stands, he should not be whipped, because his feeling sorry for the direct consequences of his own act alone will be a much better lesson for him than if, in addition, he were to suffer physical pain from the hand of his mother. In the latter case, the physical pain, because of its very nature, would obscure the intensity of the "moral" pain.

If one were reasoning from a theoretical view-

point, he might think that a vivid experience with fire after being warned would cause the boy to have more respect for what his mother tells him. But experience and observation say, "Not true." A boy will be more careful around fire in the future because of his experience with it now. But the lesson is on "fire," and only indirectly, if at all, on obedience. His experience with fire will not make him obey other commands any better than before and even in regard to fire itself if the command appears to be somewhat strict, he will pass his own judgment upon it and be ruled by that judgment rather than by the command itself.

In the same way, a child may be told to put on a certain coat in chilly weather. If the child refuses and immediately catches cold, it would seem that he would at least have respect for the mother's judgment about clothes in the future, but not so. If the child has not been taught obedience correctly, he will continually use his own judgment about the weather and may be mistaken time after time and even suffer because of his action.

There is one form of experience under the rule of natural law that has a most wholesome effect on the life of a child. It is quite unnecessary to designate it as "punishment" in our discussion, much less should a parent allude to "penalty" when he permits the law to affect his child. A farmer assigned to his son Harry the duty of dragging a potato patch with an upturned A-harrow, charging him as follows: "When you have finished the work reverse the harrow so that no harm can come from those sharp harrow-teeth."

Natural
Consequences

But Harry failed to obey; Roxy, the mare, literally "sat" down on the harrow, sending a sharp spike into her hip. In a few weeks she died.

Harry suffered no physical punishment, he endured no scolding at the hands of his father. Neither was there any amelioration of the deep cloud of sorrow that rested on his boyish heart. He lost many a trip because of the accident; he saw the family treasury suffer because of it. Along with the others he suffered the unhappy consequences that followed his carelessness.

Leonard received a pair of splendid driving gauntlets as a Christmas present. The first time he went out to skate he left them on the river bank, never to see them again. On returning brother and sister, father and mother condoled with him over the loss; no one scolded him; no "punishment" followed; neither has any one bought him a new pair to this day; the loss is not made good. This is the best sort of natural "punishment"—when human hands do not manipulate details, but leave the course of events to shape themselves.

A minister's son began driving with girl friends at an early age. With his father's permission he borrowed a sleigh for a midwinter drive. Within thirty minutes of the start it was overturned and partly wrecked by the frightened horse.

On receiving the report, his father said, "Well, you'd best drag the sleigh in to the wagon-maker's shop and have it repaired. It will not cost you an impossible sum."

The plan was carried out, though the sacrifice of

nearly every penny in his pocket for repairs with not one cent of assistance from the parental treasury was no pleasant experience. There was one compensating fact: this is the way men do things; they pay their own bills. Here natural consequences operated with but the slightest contact of the father's hand. Not one word was said about punishment and the penalty was all the more effective because the possibility of ill-judged human interference was reduced to the very lowest.

Compliance and Obedience

There is a difference between merely training a child to do what you say, and teaching the basic principles of obedience.

EXAMPLE

Mr. Barton, the father of a sturdy son of fourteen years, was looking over the diary of his boyhood. His eyes lighted on the account of a memorable incident in the sixteenth year of his life.

"My father licked me tonight because he found out I lied to him as to my whereabouts last evening. I believe I have the fear of a coward in my heart. Anyway, I have made up my mind not to take any more risks of lickings. After this he shall know." This is an instance of mere compliance.

Directly following this entry came these words, descriptive of a Saturday afternoon:

"I missed playing with the team today, because Uncle Bob asked me to go on an errand which took up the good part of the day. But what's the differ-

ence? Uncle Bob goes for a trip with the boys when I ask him to. He is a great fellow. I would jump into the lake, if he told me to."

It was especially fitting that Mr. Barton should read this reminder of his own youth on that particular night, for he had long been wondering just why his boy so doggedly and so reluctantly obeyed his father, when for his scout-master he would fairly risk his life to carry out the leader's orders.

COMMENTS

Confidence—that was the secret. It had been lost for him through one severe whipping he had foolishly given his son months ago.

Of course, there is no question but that anyone can easily make a child obey through fear. A parent commanding him in loud tones, and slapping him now and then can make the child comply with any requirement. But what is the child's motive in that case? It is the lowest possible one. When a child obeys because his parent tears the leaves from a switch, it is from no better motive than a dog has when you feign to pick up a stone from the ground and say, "Go away." The dog understands and runs away, but he knows no other kind of obedience. The child will be no stronger morally than the dog if the parent continually appeals to him in the same way.

One should not be so extreme as to say that there are never any cases where punishment could be used to advantage. On the contrary, a parent often places himself in a predicament, where some punishment

seems necessary. As a crude example of this, suppose a father, in haste, threatens that punishment will follow if a certain order is not carried out. Then if the command is not obeyed, punishment must follow. Ordinarily it would be a mistake not to punish in that case. In nearly every instance where corporal punishment seems unavoidable the parent has so mismanaged the situation that this brutal method has become his sole dependence.

Parents who frequently punish their children with bodily pain of any sort show by that fact that they do not understand child nature. That is, they lack the knowledge of correct principles in dealing with children. Proper information would prevent the occasion for punishment in the first place. Most parents have a great deal to learn about giving commands, and about gaining the child's confidence as a basis for them.

After making a thorough study of various traits and how to develop them in children, we are convinced that corporal punishment can not be applied to advantage in any case, except for disobedience. Even for disobedience, there are so many precautions necessary to observe in order to keep it from doing more harm than good that the average parent is almost sure to fail in its use.

In administering corporal punishment, a parent must not make the punishment too severe for the particular child. A parent must not punish in anger. He must consider the motive and temptations of the child before he can choose the proper penalties suited

**Important
Precautions**

to the deed. A parent must not exaggerate the bad effects of the child's offence. He must not condemn the child, but the deed only. He must be sure that the child knows exactly the thing for which he is punished. He must be sure that the child sees the relation of the offence to the punishment. The punishment must not injure health. Necessary food must never be withheld as a penalty.

Other Forms of Punishment

Having established our contention that corporal punishment is intolerable in most cases, we must briefly treat of other forms of punishment that also might easily be misused.

If you were to impose work upon your boy as punishment, he would tend to look upon similar work in the future as undesirable. For this reason, parents should be very careful not to bring any useful or beneficial idea into discredit by connecting it in the child's mind with some mode of correction. Other examples of thoughtlessness on the part of some parents might be mentioned, such as trying to make a child go to sleep for some misdemeanor, or requiring a child to stay at home or compelling him to attend some religious service or to say, "Excuse me," to another person against his will. Parents who are in the habit of assigning penalties of this nature seldom, if ever, consider that they are teaching dislike for such acts as are held to be common duties.

If a boy refuses to wear his cap when going out

to play in the winter weather, the mother has the choice of two courses. She may force him to yield to her wishes, compelling him, by use of her own muscular powers to pick up the cap, put it on his head and go out of doors. Or, she may have him stay in and inflict some punishment upon him for the act of disobedience and make no second effort to have him carry out her order. The latter method is the better, but there is still the element of antagonism. Furthermore, to punish a child for refusing to obey one command by giving another command is to increase trouble. That is to say, a boy who has been taught obedience so poorly that he would slam his cap down on the floor in response to a command would very likely resent vigorously any punishment imposed on him, and might refuse even to remain indoors.

No wise parent keeps the idea of punishment in the forefront of his mind. Even when he is obliged to deprive a child of some pleasure for disciplinary purposes, he looks upon it altogether apart from the notion of "penalty" or "justice" and makes no brave talk about "punishing" his child for misbehavior. If a penalty seems needful it should be discussed in moderate terms, with a judicial attitude and not applied when the passions of a child are wrought up in some act of disobedience. A necessary punishment may lose all of its value by a blunder in administering it.

A Better Way

There are certain fundamental principles by which

we can appeal to all children and expect a desirable response. These principles rest upon the idea of working with the child, so that even when they are not applied by a tactician, the effect on the child's behavior is not as bad as when ill-considered punishment is used. Comparatively few people can punish severely without antagonizing the child.

Until after a parent has established confidence as a basis for absolute obedience he should think twice before giving any very disagreeable command, and, if possible, avoid it altogether. Second, he should assume the attitude of expecting the child to do anything he requires. To give the command either in a thundering or a whispering tone would be equally ineffective. He should give it in a low voice, slowly but firmly. If the child says, "I do not want to," after such an order, do not, like so many, become hasty and assume the child has no ground for his conduct and that he is stubborn. Instead, maintain the opposite attitude, that he has some very good reason or else he would have obeyed at once. Say in a pleasant tone, "Come here, John." After he comes to you, pause a few seconds before saying anything more. Don't look cross or irritated. Be calm. Say, "What is the matter?" The purpose is to handle the child in such a way that he will tell you what is in his mind. Do not say anything that will irritate or antagonize the child and if you can do this, obedience will take care of itself, without punishment.

An excellent and practical idea on avoiding pun-

ishment is this: in the case of any child (it makes no difference what his natural disposition or inclinations may be) make sure that the child realizes that in every situation, you are with and not against his interests, and lead him to tell you his thoughts. When you have succeeded in this, you have practically solved your problem. If you can continually appear to your child to be on the same side as he is by showing that you realize his point of view, you may be sure that you understand him.

In the above sentence, the word "appear" is important. Many a parent, in fact, most parents want to do the best thing for their children's interest, but they often appear to the child to be antagonistic. When this is the case, the child will not reveal his thoughts plainly to his parents, which reluctance results quite naturally in a misunderstanding and the consequent punishment of the child.

This punishment is very often unjust. It is not the child's fault that he does not explain to the parent everything in his mind; it is the parent's blunder.

EXAMPLE

Louisa has revolted.

Mother has distinctly commanded her to pick up her playthings; she has told her three times to do this. Louisa has refused. This is one of the mothers who do not believe in pounding their children into subjection. Louisa knows this. So there is a deadlock. What is to be done?

I can hear the so-called "old-fashioned" mother

answer, "I would conquer that child's will if I broke every bone in her body. I would show her who is master."

This standpoint involves two suppositions. One is, that it is a mother's duty always to gain the mastery over her child. The other is, that it is necessary and desirable to break the child's will. These suppositions the modern mother denies.

W. L. George has stated the modern parent's attitude. "It is not I who am master, but I am responsible." It is not so essential to conquer Louisa as to help her conquer herself. It is easy enough for a mother to lose her temper and strike Louisa; and probably afterward, Louisa would pick up her playthings. But what would have been accomplished? The mother did not need to prove that she was stronger; she would only have proved that she was more stubborn. And as for Louisa—would such a punishment have the result that she would be more willing to obey next time? Surely not. Louisa would only have been incited to evasion, slyness or running rebellion; or if she is so weak that she could be frightened into obedience her power of will to do good would be weakened as well as her power of resistance against evil. For no moral remedy would have been applied at all, but mere brute force. In no sense would the mother's responsibility to the child have been fulfilled. It is true, she might have obtained her point in that the toys would have been picked up, but she would not have advanced one step in the right direction. Her object should have been to have so wrought that ever afterward Louisa would be

more ready and willing to pick up her toys. This was not accomplished.

"But don't you think that in a case where there is a direct conflict it is important that the child should always yield?"

Boldly, no. We agree with Mrs. Gruenberg that while, in emergencies, swift, blind obedience may sometimes be necessary, that is no justification for swift, blind commands. Such issues as this are not unavoidable. These peremptory orders are needless. It is not necessary that we should create a situation in which we must fight a child in order to get him to obey. If we fight him, when we should be helping him, we know it is we ourselves who are wrong.

"What should Louisa's mother have done then?"

Several things might have been done. She could have anticipated the whole difficulty by getting Louisa to promise before she took her toys out that she would put them away. She could have started to have them put up before Louisa was so tired that she was obstinate. She could have allowed Louisa a time-limit in which to finish her play. And why might she not have even helped Louisa a little herself?

"But what if Louisa were rebellious, even so?"

If it were evening and Louisa were tired, we should advise quietly putting her to bed. In the morning, then, this clearing up could be made the first order of business. After breakfast Louisa should not be allowed to do anything else until she had picked up her toys. She might miss rides, outings, play, parties, anything but food and sleep, but it should be impressed upon her patiently and reasonably that little

girls must not litter the house and make things uncomfortable for others. To show her that obedience is heaven's first law one should make it her law until she loyally accepted it.

By this method she largely compels herself. The point is, that the mother who uses the latter method saves her own self-respect and her child's respect for her. Louisa and her mother should both sleep over the matter, and both would then be able to see duty more clearly and to respond to it more cheerfully. Instead of being a brute with a lash the mother should have the satisfaction of knowing that she is acting with somewhat of the dignity and leisure of a firm but merciful Providence.

To sum up. If you are not hasty, you never need to get into a blind alley like that of the situation just discussed. Also, there are better ways to tame a child than to compel by brute force.

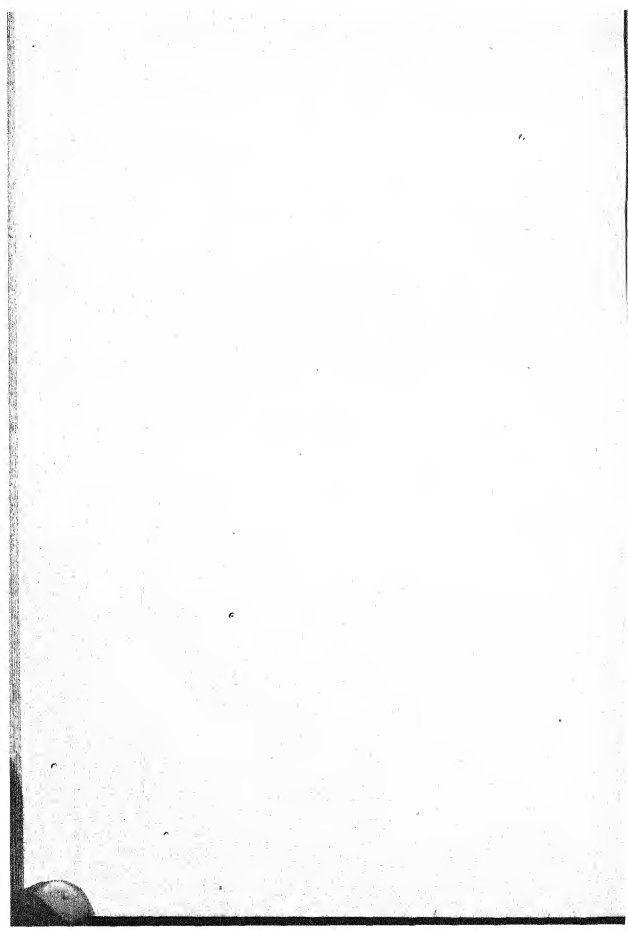
PART IV

SOME THINGS TO REMEMBER IN APPLYING THE FUNDAMENTAL PRINCIPLES

Respect the child. Be not too much his parent. Trespass not on his solitude.—Emerson.

Do the duty that lies nearest thee; which thou knowest to be a duty! The second duty will already have become clearer.—Carlyle.

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SOME THINGS TO REMEMBER IN APPLYING THE FUNDAMENTAL PRINCIPLES

The ideas on child training set forth in the preceding lessons cannot be worked out in a careless and unthinking fashion. Even the animal trainer clearly lays out a plan of action and just as cautiously decides how to put his method into effect. He uses a method in applying his method-of-training.

A child's acts—his behavior, his conduct—are the first indication of the nature of your problem. The maxim to be followed here is: select a method of treatment that accords with the conduct of the child. This statement is intended to prevent a parent from unduly attempting to adjust his management to a dimly conceived temperament, disposition or heredity. Attack the problem from its outer aspects; try first of all to control the muscular acts of the child. Measure your success by the changes in the most obvious activities of the child.

In any given lesson which has been presented in this volume the *usual* reactions of the child have been recorded and the methods outlined are carefully adapted to suit each of these types of behavior.

Adjust your method of treatment to the intention of the child. Perhaps the easiest way to spoil a child is to misunderstand his intention. Often, we do not consider adequately what motive underlies the child's

conduct. A little girl injured her mother's new hat when she was only trying to "look like mother" and the little boy ruined a costly plant when he pulled it up to show it to his parent. To accuse these two of malicious carelessness and to punish them accordingly produces disastrous confusion in the children's minds and hopelessly complicates the difficulty of management.

**The Child's
Intention**

A similar failure to take the intention of the offender into consideration was apparent in the case of a father who was in the garden industriously hoeing up the weeds, and occasionally pulling up some of the larger ones. His very young son followed, also pulling up "weeds." At the end of the row the father turned to behold his precious tomato plants lying strewn across the garden. He duly spanked his son, who saw nothing in the punishment but a grievous play of fate. The method was positively wrong. The father deserved the penalty for ignorantly handling a well-meaning innocent.

Before attempting discipline, then, know accurately what is in the child's mind. Take plenty of time to discover the purpose and the sentiment revealed in an act. Then correction and commendation can be wisely given.

Principles of discipline must be applied with adjustment to the habits of the child. Two things are to be considered: first, the parents are obliged to know the habits of the child. "Habits" may be either good or bad. Good habits are as valuable as bad ones

**The Child's
Habits**

are detrimental. No one act can be safely judged unless its possible relation to the whole round of habit is understood. Staying out late at night, for example, cannot be properly handled unless the habitual conduct during these hours is known. Is it the boy's habit to frequent the pool-room or the attic of a neighbor boy where a piece of machinery is being invented? The difference in these cases is immense.

Then, second, the parents must study the method by which a habit is built up. It will be readily observed, for example, in dealing with your children that, after drilling on some point for a whole year if one single exception is permitted to occur which brings pleasure to the child, trouble without end is thereby provoked. We have known this to be the case when a child's cries to be taken into mother's room were yielded to once or twice; the habit of a whole year seemed broken up.

Habits are the regular ways in which instincts are expressed in acts. They have a definite origin and growth. They can be studied with no end of profit. The wise parent gives this matter daily attention.

Methods must be chosen according to the age of the child. Everyone admits the fact but neglects it in practice. Parents forget that children grow. Those who use the whip invariably are tempted to retain it long after the child has outgrown the corporal punishment method. A full grown son surely need not consult his parents on spending an evening out; if he is forced to report on the details of his hours away

**The Child's
Age**

from home as a fourteen-year-old boy, he is suppressed, humiliated, dependent. He should be treated as a man, with no less of parental concern, but in a way that is congenial to the mind of a self-conscious man.

When a boy of fifteen begins to show in a dozen different ways that he does not like so many commands, the average father, fearing that he may lose control of the boy, increases the number of commands and enforces them with sternness. He reasons that the boy is getting out of practice in obedience and needs more compulsion.

This is wrong. The boy must not be treated as an inferior; he is now approaching a level with the father in many respects. Treat him as an equal; appeal to him with reasons that move adults to action. This can be done without abandoning or seeming to abandon any authority to command. But the less you parade authority the more power you will have to exercise it.

In fact, parents must realize at every turn that their work is not to create character, but to direct its growth. From the first breath the child draws until he expires in death the individual is growing a character. Parents cannot create instincts or habits or motives in a child; they can nourish, foster, protect and guide the growth of character. They can stir up, incite, stimulate and direct this development.

Direction cannot be purely external. The parents' work must be done indirectly by molding the child's environment and setting the stage for the child's ac-

tion. At every point parents are to look first to the child and get light from the child's acts, his intentions, his habits, his disposition and his age, so that proper adaptation to the whole situation may occur. "Keep his nature and arm it with knowledge in the very direction in which it points."

A most serious blunder is made when parents take up the correction of children by fits and starts.

**Regularity in
Discipline**

Imagine a farmer who works in his fields a few whole days, many half days, often beginning late in the morning, whipping his team into a dead run on occasion and idly wandering over the fields at other times. Such is the manner in which not a few light-minded parents proceed. They are not helping their children; they are wrecking lives. Regularity and steady resolution are indispensable. Children should know with certainty what to expect every day from their parents, should know how they stand on a wide range of issues.

If you treat similar misdeeds dissimilarly by yielding to your feelings or whims; if you let certain acts of disobedience pass uncorrected because they failed to disturb you, a serious error is committed. One must not overlook today that which he will not permit tomorrow.

The rule stated above will not be the easiest to carry out. It is like urging you not to become angry when some one strikes you. But assume the position of a wise trainer; realize that success may hinge on your own self-control.

Closely related to the subject of obedience is the

child's demand for bodily activity. Parental joints often become stiff with toil or age, but children delight in action, in drama, in adventure. A suppression of this impulse to act may easily wreck the whole program of parental guidance. Do not attempt to teach good conduct without utilizing action. Best of all, use the acts in which the child is engaged or which he longs to perform as a medium through which lessons in good conduct can be taught.

**Child's Demand
for Action**

The principles of this Course are all taught in terms of action. A mother who instead of requiring some specific act of courtesy, merely says, "Charles, I hope you will be more polite when grandmother comes again," is aggravating a case, more than likely. Moral injunctions serve but little purpose; they can be superseded, happily, by plans for actions which will render burdensome, moral talks unnecessary. Mother can readily plan a short program when grandmother comes that will involve a courteous act and so bless two lives in one deed.

All the ideas of children (as also those of adults) are full of impulse to action. One needs only wisely to select outlets to entertain and educate any child.

Father is a hero in so far as he is a man of action. Mother is remembered by the kind deeds she does rather than for her words. Both can build themselves into the children's lives just in proportion as they multiply points of contact by providing opportunity for desired activity. Hence the home must be open to the parties and other gatherings of young

people; grounds must be provided for outdoor sports; excursions of many sorts must be planned for and executed; and occupational expectations should be discussed at great length. The policy of guiding the child by directing his activity must displace every competing mode of controlling the child. The course of action adopted will then be ingrained in the child's mind and become a safeguard against dangerous types of conduct.

Share the life of the child. Sympathetically plan with him so that he may do all that his childish heart desires (except what is dangerous and

Comradeship imprudent). Even a discussion of the impossible is entirely to be commended. Shutting down the gates roughly and rudely quenches the child's spirit and does him no good. Plan with the girl who desires to enter on a wild adventure and you can divert her into a pathway that is safe and satisfying. A wise mother takes long tramps just to please and profit her son oftener than she boils and bakes to pamper a spoiled taste. A father can well forego some of his dollars and accompany his boys on expeditions of discovery and adventure.

If it is athletics that is on the program, father and mother are to consult with the boys, to help buy the equipment, to try on the mitts and the mask, to examine the balls and the bats and in every way enter into the spirit of the occasion.

If a window is broken or a piece of furniture is damaged in the game, let the boys and girls know that you understand that there was no wrong inten-

tion behind the act. Be sure not to spoil games by overcaution and frequent interruptions to protect things. Let the stage be made so thoroughly ready in advance that you, a father or mother, can become genuinely absorbed in the sport.

It is one of the greatest of errors for the parents to accept in silence, and as a matter of course, the good conduct of children, and to call attention to their every misdeed. The exact reverse is the true method. Talk about good results from wise behavior and deal as little as possible with bad conduct.

Take the child into partnership in settling family programs. A family group is a sort of corporation. All the larger questions are of vital concern. If father takes up a new occupation, children's school and play life will be deeply concerned. Get the children to discuss the proposed change and to give their judgment. Nothing will more certainly bind the family into a solid unit where right and justice can rule all conduct. Share all with the children.

Trust your child. The suspicious attitude is deadening. Nothing will drive your child away from you more quickly. Nothing will cause him to be more secretive. Confide in your child. Show your real sentiments.

Trust the child ,
Assure him of your respect and confidence. Share with him the family problems. Assure him that you comprehend his troubles, his desires, and that you will risk him to manage many of his own affairs. Trust a boy and he will live up to the trust. Exceptions may occur; time is needed for him to overcome misunderstanding of your method. Distrust thrusts

him to a level where he loses self-respect and refuses to be guided by your standards.

A mother often may worry when her children are out at night too late; as often she determines that they shall know that she is worried; perhaps she frets herself into a sickness. She hopes to appeal to their sympathies and so control future conduct. This is a poor method. Chronic over-anxiety soon breeds scorn and contempt. A boy who is old enough to be absent from home at night can once for all reason over the matter with his parents. A fair plan must be devised and the parents are to trust the boy to keep to the plan; a plan that requires no responsible action on the boy's part will not anchor him to the home.

Trust the son or daughter. But know whether your trust is kept or betrayed.

In applying the method recommended in our definite instructions, every careful mother will watch the results that follow her lessons. It is necessary to be one's own instructor, to a large extent, as no written directions can foresee every item in lessons of this sort. An observant mother will notice other mothers in their management of children. She will note that a great majority of failures in teaching the child obedience is due to overlooking the direct consequences of unwise attempts to secure obedience. It is the heedless, thoughtless, purposeless attempt at child management that produces the aggravating disobedience of so many young children.

Learn to replace the faultfinding habit by the bet-

Watch
Results

ter practice of commending that which is good. The "scold," the "shrew," the "vixen"

Faultfinding and their kind, unfortunately are known to all the world. They are branded with the scorn of pitiless critics and with the complaints of suffering victims. But the milder "fault-finder," in the home, is yet waiting her doom. When the judgment day comes, if no sooner, the well-meaning, but blinded, parent will gain an insight that will make self-condemnation a welcome penalty for numerous crimes.

We speak strongly. Faultfinding is never excusable, never pardonable. It is an intellectualized form of torture. It is an abuse and a useless perversion of a necessary instrument of control. It is a twin to corporal punishment; the two must go together.

Do not misunderstand us. A tactful, dispassionate, sympathetic conference with a boy or girl, in which the evil aspects of his misdeeds are impartially discussed, is not to be condemned but approved. A physician may serve as our best available model. He never halts until he ascertains the causes of one's ills; he analyzes one's symptoms and freely talks over the situation. He prescribes remedies and gives cautions that will prevent a recurrence of the ailment. But how seldom does he brow-beat a patient by a petulant and irritating tirade! To scold is to invite resentment, indignation and the loss of friendship. Every moment spent in faultfinding witnesses a destruction of some bond that unites parent and child. Fortunately many homes rebuild their broken links by kindnesses and other expressions of good

will. But the very general lack of good feeling between a severely stern father and son is convincing evidence that faultfinding has proved a monumental farce as a means of correcting a child's mistakes.

Our rule is, "Commend or show that you are willing to commend a child, young or old, male or female, on every occasion when you are holding communication with him. Suppress all impulses to pillory the child on the pegs of his blunders and sins." When discussion of his misdeeds is needed, let the very spirit of faultfinding be absent. Profound interest, eager anticipation, mild sympathy—these are the moods that elicit the desired response from son or daughter.

A specific form of faultfinding that frequently is encountered is flat dissent from a statement made by son or daughter, or blunt refusal of a request. These are examples of disapproval. In every such case, will opposes will; the recoil is painful and dangerous.

"Mother, may I go skating tonight?"

"No, you can't. You stay home" (voice low-pitched, gruff, unsympathetic). Thus spoke one mother.

Another good woman met the situation differently:

"Well, let me see, Charles. You attended orchestra practice on Monday night. Last night you spent the evening at Henry Brokaw's; I'd like you to stay with me tonight. Probably you'd best not go out."

These words cannot be rudely and harshly spoken if their meaning is fully considered. They arouse little or no irritation, however disappointing the change of program may be. A cautious mother will

allay any dawning disappointment by a survey of desirable occupations for the evening at home.

Much less excusable is a blunt denial of a child's affirmation. In younger children one may safely ignore many of their untrue statements when due to misinformation. If an older child by mistake affirms an untruth, difference of opinion may be made known by a cautious introductory word or phrase, as, "Well, now let us look into that."

Shakespeare's advice is, "Condemn the fault and not the actor." This we will do in correcting faulty opinion and erroneous declarations.

In closing this discussion on practical methods of teaching obedience, and the five fundamental principles upon which such training is

Suggestions based, we would remind you that these principles apply to all discipline as well as to the discipline of little children. Suggestion, substitution, coöperation, the expectation and approval of one's fellows, all these are equally potent with adults, for adults are "only children older grown." Note for example the ten thousand ways in which we influence others, and are ourselves influenced by suggestion. As a single instance, we fail utterly to realize the penetrative implication in the appellations which we give to persons, actions and objects. Pointing across the street a friend says to me, "Convict." I look at the man indicated and fasten in my mind forever a prejudice against him. No other words were needed—one single powerful utterance labels the man forever.

In disciplinary issues the suggestiveness of names

is of maximum importance. "Drunkard," "gambler," "liar," "hero," "friend," "mother" can be so filled with meaning and used so skillfully as often indirectly to save a boy or girl or man or woman from moral insanity and collapse. The cigaret is a "coffin nail"; a wilful misrepresentation is a "lie"; a successful career as a fireman is a "life spent in the service of humanity"; war is "hell"; home is "heaven on earth." Parents can well search carefully for such phrases as will fix in mind indelibly the real worth of ideals and types of conduct.

To be concrete: when calling attention to an incident occurring in the home community or discussing a school matter use care in accurately labeling the persons and acts involved.

Do not speak of your minister as, "Davidson," or as, "Philip," or address him as, "Preacher," if you want the children to respect him and to heed his messages. "Be patient with mother" (not "ma"). "Ask father" (not "dad"). Discountenance nicknames for school teachers in the home. They are likely to weaken discipline in the school.

Watchfulness on all these matters will lead you to suggest to a child opinions, attitudes, feelings and habits such as you must earnestly desire him to adopt. Or, on the other hand, your veiled suggestion may lead him to avoid opinions, attitudes, feelings and habits, which you believe to be harmful to his future welfare. This is one of the surest ways of training a child in good morals.

The second principle, that of substitution, is so

universally admitted in the world at large, that a restatement of it is considered almost
Substitution trite. In hygienic matters the physician seeks to prevent disease by building up a strong resistance. In order to protect one against contagious disease a patient is vaccinated and so becomes immune to its more violent forms. In solving the problems of transportation in commerce, the method has always been that of substituting a more speedy and more commodious mode of travel for that which is in vogue at the time. In every department of human endeavor invention always implies a substitution of the new for the old. Were the hope of improvement removed from our thoughts, the idea of substitution of the new for the old, of the best for the better, would drop out of mind.

In the improvement of human affairs, the relief of unfavorable conditions is always brought about by the method of substitution. The oppressions which the Puritans endured in their European homes finally drove them away from their ancestral hearths in search of a new country where they might establish a new community life. New church and political life was instituted in the remote western world. Here they anticipated sufficient modifications of conditions to enable them to pursue their fortunes in peace. They sought to substitute social liberty for oppression.

In our own day, the oppressed are continually endeavoring to establish "better working conditions." There is a prevailing conviction that the present order of things should be laid aside by instituting a

new régime. This continual insistence upon improvement is found in essentially every enterprise in which large sections of the public are interested. Not the least important is the almost universal effort to improve our schools. Although our country has witnessed the development of educational ideals for scarcely two centuries, the dissatisfaction of the last decade bids fair to precipitate a remarkable change in the method by which the public schools educate our children. Every item of this new program is a substitution of another method of instruction or control.

In surveying the popular amusements of the day, numerous evils have, from time to time, been discovered; attempts at curing them have been equally numerous. A careful examination of every one of these shows the application of the principle of substitution. The unwholesome dances of a big city are to be displaced with amusements under careful supervision. The problems of children's recreations have compelled municipal authorities to establish scores of playgrounds in the interest of public morals.

These enterprises have not been organized from a conviction that the interests of youth and childhood may be safely suppressed. On the other hand, reformers purpose to direct these energies and to substitute better forms of amusements so that degrading influences may be eliminated. The consensus of public opinion is that the cure for war will be found in building up a positive sentiment for peace among men, a practical sense of brotherhood which shall prevent the rise of belligerent impulses. Every agitator for universal peace proposes a substitute for the present

method of disposing of international issues. It may be a world parliament, or some similar device that deals adequately with international disputes.

We are therefore justified in the conclusion that in whatever way we may turn, man's mind is attempting to relieve undesirable conditions by the substitution of some institution, plan or device that promises adequate readjustment.

With respect to the other three principles, coöperation, expectation, approval, the grandly impelling force of the first is only just beginning to make itself realized in the adult world, among leaders of great social and industrial movements; but concerning the other two principles, no one who looks into his own

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past can fail to admit that he is what he is largely because of what his fellows have expected him to be, and because of the further stimulation of their approval of his conduct, spurring him on to still higher achievement. And if these personal influences are so potent with adults how much more so must they be with little children. The following story is related of the conversation of several gray-haired business men who were recently chatting over their cigars.

"This talk about mother and the boys is all very well," said one, "but father comes in strong, too. My father devoted one minute a day to us boys that did more at that age to keep us straight than all the mother's admonitions. She was a sweet, unworldly little person, and we adored her and revered her teachings. However, she never could think of us as anything but her little boys, and as we grew taller

and more worldly, we acquired the usual boyish sense of exalted importance and might have been led to secretly patronize her strict goodness as a little old-fashioned, except for father.

"Father saw the force of appealing to us as man to man long before there was much man in us, I guess. Every night at dinner, I can see him yet—after the blessing—with his carving knife and fork poised over the roast, pause and look us straight in the eyes.

"Well, boys, how goes the world?"

"And you better believe the thought of that moment steadied us often during the day. We had to keep pretty straight to be able to return that clear look and answer,

"O. K., father."

We shall be what you would make us;

Make us wise, and make us good;

Make us strong in time of trial;

Teach us temperance, self-denial,

Patience, kindness, fortitude!

Look into our childish faces;

See ye not our willing hearts?

Only love us—only lead us;

Only let us know you need us,

And we all will do our parts. •

—*Mary Howitt.*



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